

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
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ESCUELA DE LINGÜÍSTICA APLICADA**

**DISERTACION PREVIA A LA OBTENCION DEL TÍTULO DE
LICENCIATURA EN LINGÜÍSTICA APLICADA CON MENCIÓN EN
ENSEÑANZA DE LENGUAS**

**ESP PROPOSAL FOR TEACHING BUSINESS ENGLISH ORIENTED TO FLOWER
SELLERS SELLING TO ENGLISH SPEAKING BUYERS**

LUIS ALBERTO CERÓN VARELA

**PROF. EDISON RENE SANTACRUZ
DIRECTOR DE DISERTACIÓN DE GRADO**

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i DEDICATORIA

A mis padres, Luis y Lorena
por enseñarme las letras y los idiomas
es por ustedes que he llegado a donde estoy.

Por su paciencia a conmigo y por su perseverancia
que son los valores que me han llevado a culminar este sueño.

Es por eso que les dedico este trabajo logrado con tanto
sacrificio y tiempo y que Dios los bendiga hoy y siempre...

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CHAPTER I: INTRODUCTION

1.1 RESUMEN O ABSTRACT

La exportación de flores ha sobrepasado las fronteras del Ecuador. Esto ha creado la necesidad de dominar el idioma inglés en los departamentos de ventas de exportadoras florícolas, específicamente un programa de inglés especializado en la venta de flores a clientes extranjeros.

La presente disertación propone ensamblar un curso de inglés para propósitos específicos a la medida de las necesidades de un grupo de vendedores. Para lo cual se ha elaborado un análisis de necesidades y observaciones de campo de las funciones específicas del grupo de ventas por medio de encuestas. Una vez recopilada la información se procedió a hacer un análisis de las funciones del lenguaje del inglés en su puesto de trabajo. La propuesta de currículo instaurada deberá ser autorizada y acogida por el cuerpo administrativo de la empresa florícola para su ejecución. Se propone el uso de la tecnología a través de videoconferencias para facilitar el trabajo y optimizar el tiempo de los vendedores. El curso se compone de un examen de ubicación para conocer el nivel de los potenciales alumnos (anexo 3), además de elementos reales que los vendedores utilizan en su trabajo, como e-mails, órdenes de compra y pago (anexos 4 al 6).

Al finalizar esta investigación se ha concluido que el análisis de necesidades es indispensable para identificar funciones del lenguaje necesarias para la comunicación con compradores extranjeros. Como resultado el curso de 6 semanas contiene actividades que le ayuda al estudiante de nivel B1 a mejorar sus habilidades lingüísticas en la venta de flores.

1.1 ABSTRACT

Flower export has transcended beyond Ecuador's borders. This has created the necessity for the sales departments from flower exporters to master the English language, specifically business English oriented to flower sellers selling their products to English speaking buyers.

This dissertation proposes to put together a course of English for specific purposes (ESP) that suits the needs of a group of flower sellers. Therefore, a situational and a needs analysis were performed in the field using digital surveys to learn about specific functions of the sales group. Once the information has been retrieved, an analysis of the language functions from the sales group was carried on. The result of these observations is a curriculum proposal, which has to be accepted for implementation by the company's management. Optimizing the sales group's time is crucial, so they will receive classes through videoconferences. The proposed course encloses a placement test (annex 3) to find out the potential students' English level. Also, it contains real elements the sales group use in their daily activities, like e-mails, buying orders, payment instructions (annex 4 to 6).

Finally, this research concluded that the needs analysis is crucial to identify the language functions that are necessary to communicate with English speaking buyers. As a result, the course contains activities that will help the B1 students to improve their linguistic abilities aimed to flower selling.

1.2 BACKGROUND

The flower business in Ecuador, which goes beyond its borders, has intensified its diversity. With this in mind, a different way to do business has appeared, selling the product to non-native speakers of Spanish. Therefore, the people who especially need to know ways to overcome the language barrier are Ecuadorian business people. People who work for companies which offer products abroad need English to successfully accomplish business, to offer their products, or communicate with their counterparts overseas. One of these markets is the flower business. It is important to remember that flowers are one of Ecuador top line export products along with banana and shrimp.

The way in which most of this business is carried out responds to a well-organized system, in which people in Ecuador use, as other tools, the English language to negotiate.

To sum up, the purpose of this dissertation is how to deal with the need flower dealers have to negotiate with English-speaking buyers in other countries of the world in order to sell their products.

1.3 PROBLEM STATEMENT

The problem posed for this dissertation is ‘the need of knowledge of a specific domain of the English language for a specific group of Ecuadorian flower sellers to deal with English speaking buyers’.

1.4 PROPOSAL OBJECTIVES

1.4.1 Main Objective:

- To develop, by means of a process, a sound ESP syllabus oriented to flower sellers in order to enable them to work better with their English speaking counterparts.

1.4.2 Specific Objectives:

- To present a syllabus for an ESP course
- To make use of the different techniques in data collection for an ESP course design.
- To create a needs analysis-based proposal of an ESP course.

- To emphasize the importance of Listening and Speaking microskills while training flower sellers learning to work with English-speaking businesspeople.

1.5 JUSTIFICATION

For a person to be able to communicate in English after completing a regular course of English implies a broad training in the four basic skills: listening, speaking, reading and writing. With time, the person makes use of these four skills which is enough to communicate with native speakers of English. However, is it enough just to know how to speak English when you need specific terminology? It is certainly not.

That is why one of the branches of English teaching, English for Specific Purposes (ESP) will be used. To carry out this project in the business world, apart from the basic skills of language, people need to develop certain specific skills. For example, the skills would go from just making a phone call to negotiating the price of a product and other more complex situations.

In addition, according to Dudley-Evans, (Dudley-Evans & St John, 1998)¹,

“The growth of the ESP movement is a result of the fast development of the world economy and has been greatly influenced by English Language Teaching (ELT) methodology and the development of Applied Linguistics. The first dominating approach to ESP course design focused on the grammatical and lexical items of a particular field of English. Communicative Language Teaching (CLT), language use became the key emphasis in the ESP world, known as the functional-notional approach. In the early 80s, it was found that there was a certain need underlying a particular language use and in addition, the process of learning and learning skills needed to be taken into account. Analyzing the specific needs of a particular learner group serves as the prelude to ESP course designs, because it determines the ‘what’ and ‘how’ of an ESP course”

In particular, an ESP course oriented to flower sellers for English speaking buyers will help the Ecuadorian flower salespeople be more assertive in selling their product to their counterparts via English.

¹ Dudley Evans, T. & St John, M.J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press. Taken from: www.asian-esp-journal.com/April_2007_gj.php

1.6 HYPOTHESIS STATEMENT

An ESP course can meet the needs of flower salespeople in Ecuador to their customers in English speaking countries.

1.7 RESEARCH METHODOLOGY

In order to complete this syllabus proposal, there will be 5 stages:

Stage 1

- Find reference materials

The first aspect to consider will be to find about what other authors have mentioned about ESP courses and processes. Finding out more about the processes and insights will be very valuable, because it will provide a guide to follow for some procedures for the development of the course

Stage 2

- Interviews (Students, Stakeholders)

This stage starts by interviewing people in flower companies who are interested in improving their listening and speaking skills by means of an ESP course. Also, we will interview the sales managers, to find out if their personnel need to improve those skills. And finally, there will be interviews to experts who will help to identify which the critical areas in the flower selling sector are. These steps will help more in stage 3.

Stage 3

- Questionnaires (Students, Stakeholders)

At this stage, we will apply questionnaires about the learning needs, target situations, the perception the prospective beneficiaries have toward each skill; also, what their main purpose or motivation to learn the target language in the given situation is.

Stage 4

- Data analysis

Once the data have been collected from surveys and questionnaires, they will be gathered in a report. Consequently, they will contain a needs analysis and several conclusions regarding the purpose and the process of the course.

Stage 5

- Course outline

After having collected enough data, the designer will be able to develop a syllabus for a short course based on the information joined together in the previous stages. The course will be ‘tailor-made’ to the students’ needs and expectations.

1.8 DELIMITATION OF THE PROPOSAL

This is an action qualitative research that seeks to create a program based on observation of an existing problem, and therefore, it uses elements learned in the major of applied linguistics.

It is necessary to point out the key to ESP is that it is ‘specific’ and it has a purpose. The needs are driven by the student. Therefore, an ESP course will meet the needs to successfully communicate with people who work selling goods from Ecuador to other countries by providing better skills when they negotiate or offer their products using the target language.

Throughout this dissertation work, we will observe some of these ‘specific’ needs of the flower selling business.

The syllabus will be a plan to provide the student with the microskills needed to acquire a more efficient communication while selling flowers. Some of these microskills are focused on the macroskills of speaking and listening. They will go from answering the phone, through offering the product by using the flower business jargon, and up to negotiating the prices of the flowers as well as coordinating shipping and delivery details with the client.

This proposal is developed due to the experiences of the author in the flower selling business, as an insider who viewed the needs required which have been noted. However, it is not the purpose of this dissertation to trust all the development of a

course in the experience of one person alone, but to use that experience as a useful guide in the process.

1.9 DETAILS OF THE GROUP AND THE COMPANY

In order to collect information to get to know some sales people who are the ones needing to work with English, a survey has been conducted in an exporting company in the East of Quito. The company's name is 'Bloomexport'. Their market are wholesalers and flower distributors in the United States of America and Canada. The main role of the sales people is to offer the daily availability of flowers and negotiate prices on a daily basis. These sales people have some training in general English, therefore, they can communicate in English with their contacts. However, they lack the use of some technical terms and practice in some elements of business English. The need for training in skills such as writing formal presentation letters, responding proposal e-mails, offering availability as well as discerning and understanding business slang, is critical to have a competitive edge in the business world.

The company will provide its support to conduct the needs analysis in the site, since it will be a project they would like to invest in in the future. This work seeks to apply many of the concepts learned throughout the major of applied linguistics to language learning.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 WHAT IS ESP?

In order to understand what ESP (English for Specific Purposes) is, it is necessary to describe the elements and implications of this branch of applied linguistics to language teaching. In the following chapter, the foundations of ESP will give a broader scope of how these elements interact in order to design an ESP course.

2.1.1 Main differences between an ESP and EFL (English as a Foreign Language)

To begin with, it is necessary to understand that ESP is a part of EFL, but they have some differences. The characteristics show how ESP varies from EFL; the course designer's role is that of a facilitator of language knowledge relevant to the subject area. The student is the main source of information and motivation. Among the many functions of the teacher or team of teachers in an ESP course, it is that of a material 'gatherer' and 'designer' as opposed to a regular EFL course, where materials can and may be already developed for the purpose. It is the role of the ESP team to be in charge of gathering the necessary materials from various sources including the participants themselves to provide some material for the course. The team also has to deliver, and assess the results for the ESP course.

As it will be discussed, there are also many points of view such as those from Lorenzo Priorito, Kirsten Gatehouse, Hutchinson & Waters, etc. regarding the target audience, the aim of the content of the course and the roles of the teacher in the course.

Regarding the topic of differences Lorenzo Priorito states:

"The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions."²

² Priorito, Lorenzo. "*How is ESP different from English as a Second Language*". Copyright 2005 retrieved from: <http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html> on January 27th, 2009

This is the starting point to develop an ESP course. However, this is not the only difference between ESP and EFL (general English as a Foreign Language). It also varies in the ‘aim’ or purpose of the instruction. Therefore, basic skills are not the focus of this investigation. On the contrary, the skills which are needed the most with the help of a needs analysis are stressed;

With regards to skills Priorito states:

“ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills”³. That is to say, intrinsic motivation to learn English in their field of study or for work. Therefore, they are the ones responsible for their learning, because they motivate themselves or one another. It is the role of the teacher to exploit the background of the student to develop appropriate lessons in the subject matter. The instructor also works in many functions such as in:

- *developing the course,*
- *organizing and selecting material,*
- *supporting the students efforts,*
- *providing them with feedback,*
- *setting a friendly environment in the class to achieve aims and objectives,*
- *designing the syllabus based on the students skills,*
- *giving students an interactive environment,*
- *allowing them to take risks while learning*⁴

Another role to consider is meeting with experts in the field, and in this specific case, the flower retailers, their managers and cargo dispatchers, so that the experience is more interactive and real. This will give better details to organize the course for the potential students.

³ Priorito, Lorenzo. “*How is ESP different from English as a Second Language*”. Copyright 2005. Retrieved from: <http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html>. taken on January 28th 2009

⁴ *ibid*

2.2 THE ORIGIN OF ESP

It is argued the origin of ESP came up with the urge of globalization, or the emergence of the United States as a super power, both economical and technological fields, but the origins of ESP go back even decades before globalization. Whichever the case might have been, one thing is certain, a new field for teaching English in the grounds of EFL began. As it will be shown below, it has traceable origins.

According to Hutchinson and Waters (1987)⁵, ESP can be traced back for two main reasons. The first reason is economy and technology. Considering that by the end of the Second World War there had been an unprecedented expansion of scientific, technical and economic activity at a global scale. Many experts needed English to access this knowledge especially from the foremost economic world power, the United States of America. Later, during the post-war years that into say 1945 onwards, many experts and nations around the world realized they had to keep up with science and technology. During this period of time, the United States and other English speaking countries established economic and scientific dominance until, the world oil crisis of the 70's started. This resulted in western money, technology and language flowing to all the oil rich countries.

Then, another key reason for the emergence of ESP is that it was a revolution in applied linguistics, as Hutchinson and Waters (1987)⁶ put it; the revolution set out to differentiate and diversify the purpose of linguistics. Traditionalists in linguistics continued describing the features of language and, at the same time, new applied linguists focused on how language was used in real communication. Consequently, the whole world has seen the necessity of using languages for specific purposes in a more communicational way, hence, the idea of ESP began taking shape.

⁵ Hutchinson, T & Waters, A. *"English for Specific Purposes". A learning centred approach*", Cambridge University Press, 1987

⁶ Ibid

2.3 KEY NOTIONS OF ESP

To have a broader idea of what ESP is, it is necessary to define certain notions in which ESP is different from other English teaching tendencies. First, there will be a description about the different notions of ESP, such as a distinction between:

- a) Absolute and variable characteristics of ESP,
- b) The types of ESP and
- c) The characteristics of ESP.

There are four very important notions to take into account in ESP, according to Kristen Gatehouse (2001)⁷ they are:

2.3.1 Distinctions between the absolute and variable characteristics of ESP, (Anthony 1997)⁸

2.3.1.1 *“Absolute Characteristics; meaning those which do not change in any ESP course:*

- ESP is defined to meet the specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar and lexis), skills, discourse and genres (including appropriate register) appropriate to these activities.

2.3.1.2 *Variable Characteristics*

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used by learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;

⁷ Gatehouse, Kirsten. (2001). “Key Issues in English for Specific Purposes (ESP) Curriculum Development.” *The Internet TESL Journal*, Vol. VII, No. 10. Retrieved on November 29th, 2006 from <http://iteslj.org/Articles/Gatehouse-ESP.html> taken on February 3rd 2009

⁸ Anthony, L. (1997). *ESP: What does it mean?* Retrieved from: <http://interserver.miyazaki-med.ac.jp/~cue/pc/anthony.htm> Retrieved April 6, 2000

- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners in specific situations.”

2.3.2 Types of ESP

David Carter (1983)⁹ identifies three types of ESP, which are described below:

2.3.2.1 *English as a restricted language.*

There is a part of the language that is restricted because of its use. One example is the English for air traffic controllers or Medical personnel in the E.R. (emergency room of a hospital). If the speaker dominates this ‘restricted’ language, he or she will be able to communicate in a specific environment.

2.3.2.2 *English for Academic and Occupational Purposes*

Academic purposes such as Social Studies, Science, Business and Economics and technology [Carter 1983]¹⁰ are identified. The purpose to achieve will be identical: employment or academic growth. However, Hutchinson and Waters (1987)¹¹ argue that the focus is different regarding interpersonal skills and cognitive and academic proficiency.

2.3.2.3 *English with specific topics*

This is based on specific schemata given by a needs analysis. It also anticipates language needs, for example, undergraduate students requiring reading skills, or salespeople requiring oral skills training.

2.3.3 Characteristics of ESP courses

Kirsten Gatehouse (2001)¹² identifies the key characteristics that will show the difference of an ESP course from a regular EFL course are described below.

2.3.3.1 *Authentic Materials:* Since much of the research and many of the materials used for ESP are those present in an area of interest, there is a

⁹ Carter, D. (1983). “Some propositions about ESP.” The ESP Journal, 2, 131-137 from <http://iteslj.org/Articles/Gatehouse-ESP.html> Retrieved February 3rd 2009

¹⁰ Ibid

¹¹ Hutchinson, T & Waters, A: “English for Specific Purposes” A learning centred approach”, Cambridge University Press, 1987

¹² Gatehouse, Kirsten. (2001). “Key Issues in English for Specific Purposes (ESP) Curriculum Development.” The Internet TESL Journal, Vol. VII, No. 10. Retrieved November 29th, 2006 from <http://iteslj.org/Articles/Gatehouse-ESP.html> taken on February 3rd 2009

close link between authentic and functional materials, which is a characteristic of ESP.

2.3.3.2 *Purpose-related orientation* refers to the simulation of communicative tasks required of the target setting [Gatehouse, 2001]. Which means that all the training is relevant and it has a purpose in ‘real life’.

2.3.3.3 *The meaning of the word ‘special’ in ESP.*

Mackay and Mountford (1978)¹³ state:

“The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation”.

However, we can also say that the ‘special’ in ESP refers to the purpose of learning rather than the specific jargon or vocabulary to be learned (Gatehouse, 2001)¹⁴. In other words, it is specific because it meets the needs of the student; as well as it refers to specific ‘chunks’ of language and jargon. Its aim is to make the learner use English in a business environment and this ought to be used in ‘real life’ situations by the learner.

The idea of having language shaped or ‘tailored’ into what the learners need is a motivating variable. The same learners per se will be the ones to help decide which skills they need in order to succeed in their area of work. This is why ESP is still learner-oriented up to the present time.

2.4 RELEVANT TERMS TO DESIGN AN ESP COURSE

In this section, there are more detailed terms about ESP and its implications for planning and outlining an ESP course. The terms to be defined are ‘Learning Centered’, ‘Tailor - made’ and ‘the meaning of the word SPECIFIC’. These concepts are far more detailed than just picking up material and teaching a class.

¹³ Mackay, R., & Mountford, A. (Eds.). (1978). *English for Specific Purposes: A case study approach*. London: Longman. Taken from <http://iteslj.org/Articles/Gatehouse-ESP.html> on February 3 2009

¹⁴ Gatehouse, Kirsten. (2001). *Key Issues in English for Specific Purposes (ESP) Curriculum Development*. *The Internet TESL Journal*, Vol. VII, No. 10. Retrieved November 29th, 2006 from <http://iteslj.org/Articles/Gatehouse-ESP.html> on February 3rd 2009

They, on the other hand, involve a different way for the teacher as well as the facilitator and the participants.

2.4.1 Learning Centered

The term learning centered has some implications as Dudley Evans (1998) highlights: “ESP courses are learning-centered, in which the students will have to develop certain skills from their previous academic behaviour, experience at work and these skills can be exploited in the ESP classroom” (Dudley-Evans, 1998)¹⁵. The advantage of this approach is that the students will be able to work in class as in real life. The students of an ESP course are usually people who have a third level or higher education in this case. Another advantage is that they can also be the source of materials and they can become an active part when designing the curriculum for their own benefit.

2.4.2 Tailor-made

An ESP course is designed to meet the individual needs of the student. The team in charge will decide the method to be used, the type of syllabus to be included, the target level chosen to achieve, the micro-skills needed to be developed, the core language to be selected, etc. All of these features come from the needs analysis [Donoso 2004]¹⁶. So based on these topics, the core language to be used can be measured as well as the objectives to be achieved in the course.

2.4.3 The meaning of the word ‘specific’

Special language and a specialized aim are two separate things. (Gatehouse, 2001¹⁷). The word ‘specific’ has to do with the specific language or the specific means to attain the target language which is also specific. Although it was suggested earlier, that the specific part in ESP was the language, it was Mackay and Mountford¹⁸ who stated that “the only practical way in which we can understand the notion of special language is the repertoire of words and expressions selected from the whole language because that restricted repertoire

¹⁵ Dudley Evans, T. & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press

¹⁶ Paraphrased from Irene Donoso’s ESP class notes. F.C.L.L.; P.U.C.E. 2004.

¹⁷ Gatehouse, Kirsten. (2001). *Key Issues in English for Specific Purposes (ESP) Curriculum Development*. *The Internet TESL Journal*, Vol. VII, No. 10. Retrieved November 29th, 2006 from <http://iteslj.org/Articles/Gatehouse-ESP.html> taken on February 3rd 2009

¹⁸ Mackay, R., & Mountford, A. (Eds.). (1978). “*English for Specific Purposes: A case study approach*.” London: Longman. Taken from <http://iteslj.org/Articles/Gatehouse-ESP.html> on February 3 2009

covers the requirement within a well-defined context or situation.” Priorito (2005)¹⁹ concludes that it is not only about learning vocabulary, but also to be able to communicate effectively in real circumstances. To sum up, the students’ performance in real circumstances should be the aim of an ESP course and not the specific language they will acquire, thus making it ‘specific’.

2.5 REQUIREMENTS FOR CURRICULUM PLANNING IN ESP

ESP has many features in common with curriculum design for any English as a Foreign Language program. What is completely different in ESP is the purpose of the course itself. It gives students better tools and skills to use in an English speaking environment or situation. The process involves:

- a. First, a careful ‘needs analysis survey’ involving especially the learner and
- b. Making him/her part of the learning process. As the product develops, the involvement and motivation of the students will be higher.

2.5.1 Needs Analysis

This instrument is critical in planning and developing any ESP course. At this point, it is necessary to find all the possible variables involved to understand how the prospective candidates will progress in the course. It should also be considered the current situation of the group and what the target situation is.

The current concept of needs analysis in ESP, according to Dudley-Evans and St John (1998, p.125)²⁰, includes consideration of the following aspects:

- Information about the learners: personal and professional information about the learners, that is: culture, wants, needs, expectations and attitudes toward English
- English knowledge from the learner
- Learners’ lacks in the language, or they need to develop;
- Language learning information: effective ways to teach them language;
- The expected outcome from the course;

¹⁹ Priorito, Lorenzo. “How is ESP different from English as a Second Language”. Copyright 2005. Retrieved from: <http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html> on January 28, 2009

²⁰ Priorito, Lorenzo. “How is ESP different from English as a Second Language”. Copyright 2005. Retrieved from: <http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html> on January 28, 2009

- The place where the class is going to be set;

Following these fundamentals will help outline the process and the steps of the curriculum design for an ESP course. This will be explained below.

According to Amie N. Casper (2003)²¹:

“A needs analysis includes all the activities used to collect information about the learners’ learning needs, wants, wishes, desires, etc... The process also sometimes involves looking at the expectations and requirements of other interested parties such as the teacher/teacher’s aide/, administrators, financial supporters, and other stake holders, i.e. those people who may be impacted by the program (such as students’ family members or employers). A needs analysis can be very formal, extensive and time consuming or it can be informal, narrowly focused and quick. Some of resources for conducting a needs analysis may include surveys and questionnaires, test scores, and interviews.”

In other words, a needs analysis provides essential information for ESP curriculum design as it is a starting point of ESP curriculum design. This will be done by asking students what their expectations are and where the instruction will take place. Moreover, the needs analysis should be communicational, because it will be focused on the students’ true needs due to the fact that it is quite different from general English, where many times this attempt is not even considered.

2.5.2 Situational Analysis

This concept deals with the situation ‘at the moment’ and this is very important because aspects that deal with the physical situation of many features involving the well-being of the students have to be taken into account.

According to Dudley-Evans and St. John (1998)²², It is necessary to consider the following points:

- Where is the analysis needed?
- What the characteristics of the target learners are, for example:
 - educational levels
 - cultural characteristics

²¹ Amie N. Casper. *Volunteer & Service Learning Abstract* 2003 © taken from: http://linguistics.byu.edu/resources/volunteers/TESOLBYU_NeedsAnalysis.htm

²² Dudley Evans, T. & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press

- primary occupations
- work communities and their distinguishing characteristics
- services available
- any other aspect of the group that may be useful in assessing factors such as attitudes, motivation, and other characteristics of individual learner groups.

A situational analysis may be highly specific or not very specific, depending on the program in focus. In either case, the scope of the analysis should have a clear focus and purpose directed towards a specific subject, clientele, time, location, or other pertinent factors.

2.5.3 Purpose of the course

The purpose of the course should be established before a needs analysis has been completed. The stakeholders will know the purpose of the course meaning by this, if the course is oriented toward business, or academic development or occupational purposes (such as English for nurses or mechanics). Whichever the purpose is, it should be oriented to the professional or academic development of the learners'.²³

2.5.4 Aims & Objectives

About Sam Leinster states that “Curriculum planning starts with a definition of the aims and objectives of the program and can be defined in terms of learning outcomes. Outcomes describe the expected knowledge, skills, and attitudes from a graduate of the program, but do not define the process by which they are produced”²⁴.

In addition, according to Jack C. Richards (2001)²⁵ “an aim refers to a sentence, which implies there will be a change for a student. This means to ‘state’ the situation where it is desired to go”. Richards also mentions that “the aim is rather

²³ Donoso, Irene. Class notes ESP. FCLL, P.U.C.E 2004

²⁴ Sam Leinster, Curriculum planning. [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(03\)14222-5/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(03)14222-5/fulltext) Taken on March 17th 2009 *The Lancet*, Volume 362, Issue 9385, Pages 750-750 August 2003

²⁵ Richards, Jack C., *Curriculum Development in Language Teaching*, Cambridge University Press, 2001

general; however, it indicates the desired target situation”²⁶. In other words, it determines the direction in which the curriculum is going merely in a sentence.

Objectives, on the other hand, will determine a learning outcome as they should be feasible and attainable. The objective seeks to describe the aim to achieve. They facilitate planning lessons, materials and in an ESP course how the course can begin.²⁷

These elements help to determine how far the course is intended to go. Also, what core language will be focused and reinforced? What skills and micro-skills are we going to teach? These should be the questions we are supposed to answer once we establish the course aims and objectives.

2.6 VIEWS OF LANGUAGE RELEVANT TO THE PROPOSAL

In this section the Second Language Acquisition (SLA) views of the language relevant to the ESP proposal will be explained. These SLA views will explain the current situation, and how the participants have acquired some English previously.

2.6.1 Communicative Competence (Hymes)

No one doubts that the acquisition of grammar and syntax is important to learn any language well. However, “Hymes (1972) introduced the term ‘communicative competence’, claiming that a native speaker of a language knows not only ‘whether something is formally possible’ but also ‘whether something is appropriate in relation to a context in which it is used and evaluated’ (1972:281)”²⁸ In other words, communicative competence means to acquire the ability to use language appropriately for means of communication, it involves a broader scope of what language acquisition is.

²⁶ Paraphrased from Jack C. Richards, *Curriculum Development in Language Teaching* Cambridge University Press, 2001.

²⁷ Summarized from Jack C. Richards, *Curriculum Development in Language Teaching* Cambridge University Press, 2001

²⁸ Hymes, D. “On Communicative Competence” in *Sociolinguistics*. J.B. Pride & J.Holmes (Eds.) Harmondsworth, England:Penguin Books 1972 Taken from http://eprints.lib.hokudai.ac.jp/dspace/bitstream/2115/29583/1/77_P225-249.pdf on 11/2/2010

Communicative competence is made of four competence areas²⁹:

- *Linguistic Competence*: it means knowing grammar and syntax. The key of linguistic competence is how to use these words into sentences.
- *Sociolinguistic Competence*: it means reacting properly to different language chunks in any given situations. The question is how to express a different attitude when it is needed.
- *Discourse competence* is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks how words are, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles.
- *Strategic competence* is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How is it recognized when someone has misunderstood another person? What do I say then? How can ideas be expressed if the name of something or the right verb form to use is unknown?

2.6.2 Stephen Krashen's Affective Filter Hypothesis:

Stephen Krashen is an American linguist and educational researcher who proposed the Affective Filter Hypothesis. According to Krashen, the affective filter: "is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition"³⁰ This means that a higher affective filter or 'empathy' for the language will play a facilitating role, motivating the learner and putting them in a low-anxiety situation, so that their self-confidence rises making them understand what they read or listen. This may also disfavor the student if there is also a 'antipathy' to the language, raising the affective filter on the negative scale, which can occur due to different reasons like the lack of motivation. (Krashen: 1982)³¹

²⁹Summarized from: National Capital Language Resource Center (NCLRC). (n.d.). *The essentials of language teaching*. Retrieved February 19th, 2010 from <http://www.nclrc.org/essentials/goalsmethods/goal.htm>.

³⁰ The input hypothesis: issues and implications, p.2, Stephen D. Krashen

³¹ Krashen, S. 1982 "Principles and practice in second language acquisition", Pergamon Press, New York.

With this view, it is interesting to note that the student's motivation can be 'activated' by being part of an ESP course designed for them. Then, the students' need to learn the language will enhance their affective filter in the positive scale during the course.

2.6.2.1 General Communicative Goals:

In order to meet the needs of students, some authors have advocated for the communicative approach syllabus, the topics and situations used should be known to the students. In order to maintain a low affective filter, the situations the students will use should be familiar for them. This stage is what Krashen calls **Personal Identification Stage**³². At this stage there are some basic topics such as describing and someone's family for example.

The second stage deals with providing students with comprehensible input dealing with experiences and allowing themselves to interact with their own experiences as in real life.

The third stage is about opinions, input and output, involving discussions to express the students' own points of view.

That is to say, different communicative situations can be prepared depending on the interest of the students with these three stages.

2.6.2.2 Developing strategies for listening comprehension:

Krashen mentions that the goal of learning a language for beginner students is to have acquisition of language, not learn the rules of it. They should be exposed to the target "as quickly as possible"³³.

In the case of an ESP course, the students should already have a B1 level of English. Having previous knowledge of the target language helps students to be competitive in that language. When they register in the course, they may be clear on how the instructor and the team are going to explain items and carry out tasks.

It is important that students get the language in a general context, not by interpreting word by word. It is also important that students pay attention to the key

³² Krashen, S. 1982 "*Principles and practice in second language acquisition*", Pergamon Press, New York.

³³ Krashen ., Terrel, T. 1985 "*The natural approach Language acquisition in the classroom*", Pergamon Press, New York

words that can give them get the general idea of the sentence. About this, Krashen mentions that “hearing everything in a clear context, the student is able to follow the communication without necessarily understanding all of the language per se”.³⁴

Once the student understands what is being assumed in a specific context, s/he would think that they can cope with a new language. This is motivating for them and they lower the barrier while learning a new language.

2.6.3 Communicative Language Teaching (CLT)

It was developed as a response to the Audio-lingual Method, in which, the goal was to practice the language and the structures for accuracy of the pronunciation by choral drill repetitions. It is considered by some people as the ultimate goal in language teaching as Littlewood states: “It pays systematic attention to functional as well as structural aspects of the language”³⁵. It is our position to consider CLT as an eclectic vision which helps the teacher to develop better communicational skills by selecting form and function in context at the same time. This can be broadened with David Nunan’s (1991)³⁶ five features of CLT, which mention:

- An emphasis on learning to communicate through interaction in the target language
- The introduction of authentic texts into the learning situation
- The provision of opportunities for learners to focus, not only on language but also on the Learning Management process
- An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning
- An attempt to link classroom language learning with language activities outside the classroom

This is not seen truly as a method, but as an approach. What is considered of value from this theory is that it is not biased to a one single style. It opens to different methods and strategies to use in the classroom. One of the most important characteristics of ESP is that it does not rely on one single line, it takes bits and

³⁴ Ibid

³⁵ Littlewood, W. *Communicative Language teaching*, Cambridge University press, 2008

³⁶ Nunan, D., *Language teaching methodology*, Prentice Hall, New York, 1991

pieces from many theories and puts them together to create a ‘tailor-made’ methodology as it was mentioned before.

In addition, throughout history teaching has witnessed how a different method has been outdated by a new one. Every time this happens, the new approach shows the flaws of the previous one and proposes a way for it to be corrected, however, they take the positive parts of previous styles. Nowadays, the tendency is to be more open and eclectic and take chunks of several approaches, methods and characteristics for the sole purpose of teaching English. The goal then, is to be holistic in the future.

2.6.4 The Cognitive Academic Language Learning Approach (CALLA)

It has been developed by Chamot & O’Malley, 1994³⁷. Its main characteristics are:

- “CALLA is an approach based on explicit teaching strategies.
- It is based on the premise that an active learner is a better learner.
- It assumes that academic learning strategies can be transferred to new and different tasks.
- It focuses on the development of Cognitive Academic Language Proficiency.”³⁸

In addition the approach includes:

- Selecting and using appropriate learning strategies and study skills that will develop academic knowledge and processes.
- Learning the content knowledge and the language skills that are most important for their future academic success.

This concept fits properly in ESP design because the instructor works on an already existing set of skills; furthermore, it is desired to develop those skills, which in turn help the student gain more out of what is already known. This is possible because ESP does not start teaching the whole language from zero, but it takes advantage of the previous knowledge learned by the student and to transform it into an upgraded version transferred for a specific purpose as we will see later on.

³⁷ Chamot, A. U., & O’Malley, J. M. (1994). The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach. Reading, MA: Addison-Wesley. Summarized by Jill Kerper Mora, Taken from <http://edweb.sdsu.edu/people/jmora/MoraModules/CALLA.htm> on Feb 24th, 2010

³⁸ Ibid

2.7 CURRICULUM PLANNING RELEVANT ELEMENTS

In this section, the relevant elements of curriculum design to the proposal will be listed and explained to have a better understanding of the essentials needed to outline an ESP course.

2.7.1 Syllabus design

Lorenzo Priorito [2005]³⁹ refers to the fact that in ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore, built on an assessment of purposes and needs and the functions for which English is required.

Therefore, it will not be necessarily to focus on the four basic skills taught in general EFL, but it will be focused on those which are relevant. The needs analysis will tell us which skills should be focused on, as well as, interviews and results of the aptitude tests to be used to survey the students.

Learning in depth the needs of the students as well as their lacks will serve to determine not only what macro-skills the program will focus on, but going a bit further (reading, writing, listening and speaking) to what sub-skills are needed as well. These sub-skills are also called micro-skills. Micro-skills are derived from macro-skills, for instance, from a listening and speaking macro-skill, a micro-skill could be ‘using cohesive language’ or apologizing over the phone.

2.7.2 Materials

Dudley Evans⁴⁰ suggests that materials are used in all teaching areas. In ESP core materials are not usually represented in paper, text books, and manuals. Instead, it can use audio visual materials, the internet or real manifests, real paperwork and documents from different professions.

The ESP teacher is also a source of materials; however, it is necessary to rely on the students’ own materials used at their own field of work. The instructor determines what to use in the ESP course from the needs analysis and the purpose

³⁹ Priorito, Lorenzo. “How is ESP different from English as a Second Language. Copyright 2005 taken from Taken from: <http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html> on January 27th, 2009

⁴⁰ Dudley Evans, T. & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press

of the course at the moment is being developed. The language areas to be improved would be the 'gap' in target language which need to be fulfilled by the course. And it is true when Dudley Evans states that "producing one hour of good learning material gobbles hours of preparation time"⁴¹. It requires that the teacher has a good command of the lexicon and syntax in the field, as well as the technical jargon to be used.

Of course, it requires a lot of creativity from the team responsible for designing the materials, as well. They should be able to have different sources at hand such as newspapers, books, specialized magazines, technical manuals, and the Internet. As an ESP approach is typically learner-centered, the learners themselves may be asked to provide source materials.

2.7.3 Assessment

Assessing is an ongoing process which involves reinforcement, confidence building and building strengths as it is stated below:

"Assessment is the process of measuring the student's progress. It can be formal or informal. By formal assessing we mean the use of measuring instruments such as test or quizzes when time allows it. By informal assessing we mean sheer feedback on elicitation and questioning"⁴².

Assessing provides feedback as an aid to reinforce learning it; eventually provides a comparable measure of competence.

In ESP, informal assessment is important since there is little time to test the student, however, each step can be evaluated before going forward.

The advantages of more informal assessment is that learners benefit from the process; the teacher can plan better what is assessed in case there is something that is not clear; students feel there is no pressure if a test is coming; in most cases the instructor can create a distinctive way of measuring the students

According to H. Douglas Brown⁴³, the criteria in which you can grade the students are:

⁴¹ Ibid

⁴² The Academic Exchange Quarterly "Educational Assessment"., Retrieved from: <http://rapidintellect.com/AEQweb/ontass>. Retrieved on January, 2009

⁴³ Brown D., Abeywickrama, P. *Language Assessment: Principles and Classroom Practices*, Pearson Education, 2010

- *Formal or informal assessment.* It can be determined whether they make a series of notes and comments of the student's progress, quick tests, concept questions, etc. Or on how the students and teacher may agree on more formal ways to keep a record such as achievement tests, journals or portfolios of the students'. In the ESP course, these should be subjected to negotiation to include the students in the process.
- *Formative or summative assessment.* In formative assessment, the teacher receives information of what happens with the students and what it needs to do to improve their performance. In summative assessment the teacher can evaluate at the end of the term what the students have acquired during the course.
- *Norm-referenced and criterion-referenced testing.* Although it goes a bit deeper into testing, these criteria are valid to an ESP course. If the goal at the end of the course is a norm-referenced test such as the TOEFL or the SAT, the course can be tailored into preparing the student to take it with a similar practice test. However, if the goal is to obtain feedback on the progress of the students as the course lasts, a criterion-reference test can serve as part of the assessment process.

These criteria are subjected to negotiation by all the people involved in the course, such as teachers, students, stakeholders, etc. The aim is to provide different choices between these and other criteria so the course changes the actual situation to a target situation.

CHAPTER III: RESEARCH METHODOLOGY

3.1 GROUP ETHNOGRAPHY

As stated before, for this program, a flower export farm in the east of Quito has been selected. The company's name is 'Bloomexport'. Their market is wholesalers and flower distributors in the United States of America and Canada. The main role of the sales people is to offer the daily availability of flowers and negotiate prices on a daily basis. These sales people have some training in general English; therefore, they can communicate in English with their contacts.

Their schedules are very tight as they start work at 7:30 am in the morning and finish at 6:30 pm in the evening. It is assumed that finishing that late, traveling back to the city takes more than one hour; they are too tired to attend any type of training after working hours. Furthermore, that was one of the issues almost everyone interviewed for the survey agreed on.

The sales group is a homogenous group of four people, in terms of functions, the group includes two salespeople, one supervisor and one exports coordinator. Their functions do not require advanced economic terms, just to be empathetic with the customer and understanding what the customer wants, then knowing what to say and being assertive. Therefore, it is expected that one part of the course should be focused on listening and speaking training for the sales group.

Another important consideration was the workload of every one of them, which can be very heavy in peak sales months, which are January to May and October to December.

The administrative group, on the other hand, is more interested in developing reading and writing skills, since they do not have so much contact with the customers in speaking, but in writing. Their functions are more diverse, since they include:

- Financing
- Company Law
- IT
- Agriculture
- Accounting

Fig 1. Functions chart from employees in the administrative department

They have a different set of language needs and it is necessary to work with them as a team to create a syllabus with a direct relationship of the roles they have in common. An example of these, are the functions such as preparing e-mails with detailed instructions, payment reports, legal documents, etc.

Among the elements found in the administrative group we have:

- Writing multi-purpose e-mails⁴⁴
- Reading for details in bank reports,
- Reading for specific information and between the lines for legal documents
- Following instructions from technical journals, web pages and manuals
- Making and responding complaints
- Reading carefully cropping statistics for future cycles
- Reading important information from legal documents
- Preparing payment instructions, financial statistics and technical reports

As seen here, these people work on functions involving more reading and writing skills. So far, it is possible to develop a focalized skills program based on topics following the ESP format.

3.2 SITUATIONAL ANALYSIS:

As stated before, the objective of the ESP course is to create a business English training course for flower sellers of an international level. Moreover, the main objective is to design a course which meets the needs of the stakeholders and adapts to the reality of their business. To understand such a reality a situation analysis must be conducted. The planning of the course should not be taken lightly since it cannot propose a pre-designed or pre-cooked interview to the stakeholders. On the contrary, the objectives to achieve are far more specific than the ones offered by a standard General English syllabus.

The target group is the people in the flower business interested in having training in business English. Those people focus on trading flowers with international English speaking peers around the world, will be referred to as ‘stakeholders’ or sponsors of the

⁴⁴ Purposes such as: interrogating, negotiating, asking something politely, asking something coercively but diplomatic, offering a friendly settlement, firmly asking for debt to be paid, etc)

course. They need to have a competitive edge with additional training. They were interviewed using a questionnaire based on their work with English and what they need it for. The results were recorded and tabulated to design the course. Once the personnel was interviewed and asked about their experiences with English, they showed a positive response toward accomplishing their personal and professional goals and were motivated to participate. Moreover, the stakeholders, their bosses and managers, are also interested to have their staff trained and determined to carry out a company goal that is to communicate effectively in English with their counterparts abroad. All of them were contacted by the course designer and asked some basic questions about their usage of English, their expectations, their linguistic and functional needs, cultural awareness, and most of all, why they wanted to continue their English training later on a more formal survey.

3.2.1. Situational Analysis Questionnaire

The chart below shows the pre-interview questions that establish confidence and develop an extensive formal questionnaire to develop the interviews. The pre-interview questions were:

- How do you use English at work?
- How important is English for your work?
- Who do you speak English with?
- What is the difference in using or not using English at work?
- Have you heard or do you know about English specialized courses in the flower business world?
- Is it difficult to attend them, if any?
- What solutions would you propose?

Fig. 2 Initial questions list part 1

Apart from these questions, a more elaborated questionnaire was developed. The comments obtained from the informal questionnaire also helped to shape the formal questionnaire. Once it was heard and studied, the following questions were used with the sales and administrative personnel.

The analysis to have used those questions is the following:

- The job position at the company
 - o The job or function the interviewee has in the company. It was very important because this determined the two functional groups in the company; these are the administrative group and the sales group.
- How important is it to speak English for your career?
- What are the implications of handling English in your career?
 - o Although the importance of these two questions may seem relevant because all of them would say (and said) it is very important, the purpose was to get a glance of their expectations of why it is important to use English or not.
- What level of English do you think you possess?
 - o We use this question to match what level of English they think they possess and developing a placement test to determine what level of English they really have as presented in the graphic

A second stage of this process demands to administer an English Placement test which will determine the students' English level. The test should measure their capabilities in grammar, reading, writing and listening; additionally, an oral evaluation can be performed as well. Once this placement test was developed, it was determined that all of the students could be placed between the intermediate and upper-intermediate levels, which is ideal of an ESP course, since the goal is not to teach grammar, but develop communicational sub-skills applied to the target situation (communicating with customers in the US & Canada).

In the following chart there are the questions to be used and their analysis further.

- How do you use English at work?
- What do you do at work with English?
- And what other situations do you use English for?
- What do you find difficult about English?
- What is something related to your job where you use the computer? What is it?

- What do you find difficult about English?
- Is it difficult for you to understand when people speak to you in English? And why?
- How do you think you could improve your English at work?
- Have you attended such courses?
- Why is it difficult for you to attend those courses?
- And if there is another solution to have some training, would you take it?

Fig. 3 Questions actually used in the interview.

Once the questionnaire was applied to the target people, an analysis was carried out:

- How do you use English at work?
 - In this question, the objective is to determine their functions and activities in the company. They should be linked to the second question in order to obtain details about their jobs. Some answers were obtained such as, answering the phones, speaking to customers, opening market, detailing orders and others. This question is particularly useful to determine the activities they do at work and the activities to be designed.
- What do you do at work with English?
 - It is expected to have answers with more than one skill rather than the other. However, it was worth to mention that they use all of the four skills, but the input and output is different. For example, the administrative group stated they need reading and writing more than listening and speaking, but it is still important and they would like to develop those skills as well. However, the sales group declared that listening and speaking is of the utmost importance, but they still want to improve reading and writing. Therefore, we can think about using business simulation exercises to combine the real world situations they face at work and are the target situations.
- And what other situations do you use English for?
 - Again, the relevance of the question is obvious; however, we wish to get more of details of the situations they face (what we call target situation)

at work and how they solved those situations. This will help to extract and develop language functions, topics and strategies useful in the course planning

- What is something related to your job where you use the computer? What is it?
 - o Again, an obvious question, but it is intended to approach to the fact that technology is a useful tool to use while learning a language. Provided that, they know how to use a computer, or at least to be familiar with it to follow some instructions by the internet or other resources.
- What do you find difficult about English?
 - o It is better to ask the students their lacks in the functions they do at work. This shall be confirmed with the observation in their working posts.
- Is it difficult for you to understand when people speak to you in English? And why?
 - o It was expected that some of the interviewees had trouble understanding their clients.
- How do you think you could improve your English at work?
 - o Apart from attending different courses, it was useful to know what other options they had in mind
- Have you attended such courses?
 - o A closed questions to find out the need to implement the course.
- Why is it difficult for you to attend those courses?
 - o Here it was expected to learn the main reason why they cannot attend, it was anticipated to hear that the main reason is distance and time.
- And if there is another solution to have some training, would you take it?
 - o This question will give a positive answer, but how much the potential students want to attend a course and what do think of it. This information will be taken into account.

The following graphic shows how the students perceive their English knowledge according to their own perceived capabilities. However, their level will be measured to determine the real situation about their English level. Intersecting in the diagram will be the student's perceived situation and the actual situation of their communication skills.

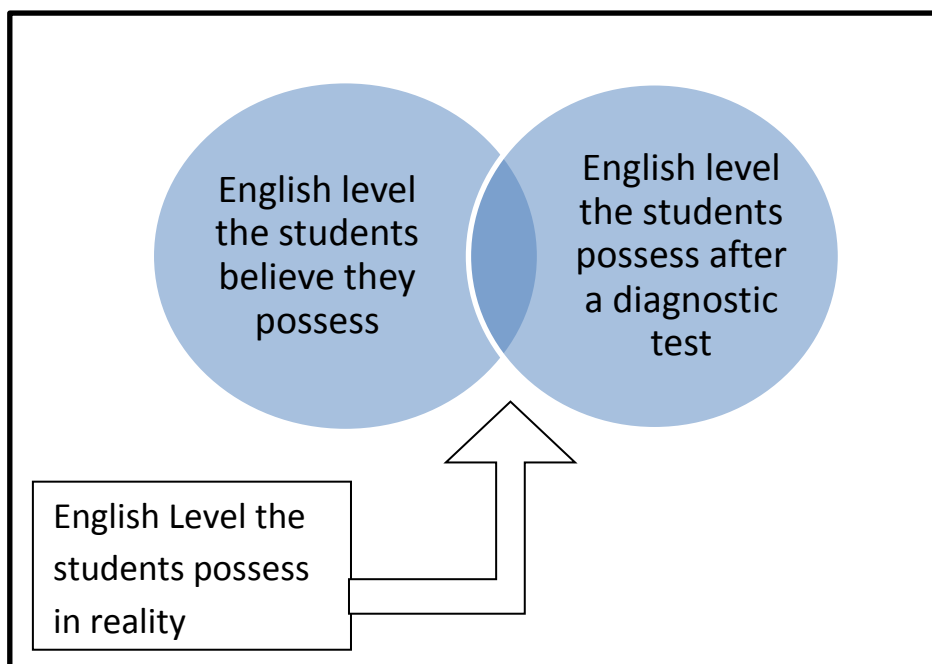


Fig 4. Flower sellers dealing with international customers in the Bloomexport farm taken on 12/2/2013

The answers obtained from this first contact are helpful to get the idea of the reality of the people involved in the course prior to the start of the course.

The picture at this point is sufficient, but not optimal. To be more successful, the ‘settings’ of the course must be evaluated, this is done to assess if any changes should occur. In addition, it is crucial to mention that their bosses are involved in the course development, with a great deal of experience in the negotiation and managerial field. They are the ones who ‘seal the deals’. They have more contact with what the customer likes to hear and how they want to communicate using the appropriate language or jargon, as they mentioned in one of the interviews. Their cooperation added to the motivation of the intended participants and the facilities available has provided considerable assistance to the design the process of proposing an ESP course.

As there is a homogeneous group of people who work at the facility, goals and qualities they have in common have to be observed. Those characteristics must be addressed in order to have practicality and content validity that will be very useful at the time to assess the process at the end. Not only that, criterion validity should be taken into account. In addition, it includes consequential validity that will have an impact on the learners, the teacher, the stake holders, etc. The goal, having already selected the group, is to have them motivated and willing to be trained in business English for flower

selling purposes and also that their bosses and managers support them while participating in the process.

Now, after collecting data, the group will be asked about their needs through interviews. These data obtained will be documented in audio and paper survey. The key points of the interviews will be used in the analysis. It will explain the opinions and needs of the course. Furthermore, the data collected will be interpreted through an analysis that is part of the process of developing an ESP course.

Here we will determine what to do with the collected data and it will also determine how to 'tailor' the course to the students' needs. In this stage some of the strategies, methods, content to be used and macro and micro skills to use and how to execute some of these ideas are decided.

3.2.2 Other situational variables

Some situational variables to consider are:

3.2.2.1 Informing students:

The course goals must be established, and the methodology to be used to achieve these goals should be informed to the students. In the goals, as Krashen (1982) mentions, "should also include teaching our students how foreign and second languages are acquired"⁴⁵ By letting them know the strategies of acquiring the L2, learners will be aided greatly, so that they do not depend on the teacher solely.

Teachers can encourage students to use the L2 by providing confidence, setting rules at the beginning of the course, encouraging the students to be risk takers and also creating a low stress environment in the course.

3.2.2.2 The location of the group

Two variables to consider will be time and place, since some of the participants jobs are located in remote areas of the Pichincha region. This hinders their attendance of the course itself, hence compromising the practicality of the whole process. A proposal requiring physical attendance will not be feasible in the sense of availability of the participants. It will be very hard to get them from those far places and then be in contact with a teacher for two hours and then go back to their jobs. All the motivation and support of the stakeholders and the managers will be of no use, however, there is a

⁴⁵ The natural approach Language acquisition in the classroom, Stephen D. Krashen, Tracy D. Terrel, p. 73

solution for this challenge. The solution is the use of technology, according to most of the interviewees. A course that is developed through the Internet could be a solution due to the time and fatigue factors, but on top of that, it is new and just to mention it as a solution arouses interest in the interviewees.

3.2.2.3 The use of new IT technology in ESP design

At the moment, there is a 'P2P'⁴⁶ software that allows people to stay connected with high quality voice and video and supports multiple conversations at once and it is free. The advantages of using this software in training are time availability in the case where there is limited time; versatility, since the program is very user-friendly; training, because most of the negotiation in the field can be made by Internet and by programs like this; so we are biasing for the best. The name of the software is SKYPE[®]. Although there are other options in this kind of technology software, it is used worldwide and anyone with a desktop computer with internet access can use it to talk or video phone any peer anywhere.⁴⁷

The use of this software as a tool to develop the course is that in modern society it is absolutely necessary to take advantage of computers and technology at the service of learning. Technologies such as the internet were not available in the past, most of the classroom explanations were not thorough enough because there was not that extra benefit that technology could have offered. There were times when technology was there as a novelty but was not advanced enough for the purpose of learning. There have been several methods of offering multimedia learning; we had for example audio cassettes to repeat a drill dialogue, video cassettes with stories, Hi-definition DVDs. Nowadays, there are computer based self-interactive lessons. Technology was always there to lend a hand to learning. As technology evolved so did the ways to provide extra assistance to teaching.

⁴⁶ **Peer to Peer:**

A type of network in which each workstation has equivalent capabilities and responsibilities. This differs from client/server architectures, in which some computers are dedicated to serving the others. Peer-to-peer networks are generally simpler and less expensive, but they usually do not offer the same performance under heavy loads.

Retrieved from: <http://www.5starsupport.com/glossary/p.htm> on Jul y13th 2010

⁴⁷ **Skype:** This is a peer-to-peer voice over Internet protocol (VoIP). This Internet telephony network was created by the same people that created Kazaa (Niklas Zennström and Janus Friis). It was developed as a free desktop software application that gives users the ability to make free Internet phone calls to other Skype users or you can use the application to place and receive phone calls to and from traditional phone lines for a reduced fee.

Retrieved from: <http://www.5starsupport.com/glossary/s.htm> on July 13th 2010

It is necessary to raise the bar more in the best and most convenient way of using technology for our own purpose and that is why we require the services of Skype. Time will tell how useful it was and how well the future students will feel using it.

3.3 NEEDS ANALYSIS FOR ESP DESIGN

As discussed in previous chapters, the target is to determine what the needs of the particular and immediate group of learners are. It is important to meet their needs based on their actual level of competence. As Jack Richards mentions,

“Needs analysis involves gathering data from different sources; for example, interviews, observation, and determining the speaking skills they’ll need in order to work effectively.”⁴⁸

The aim of the needs analysis is to determine types of situation in which the learners will use English and their existing language abilities respecting those tasks.

The first thing to do is to determine the objectives and the scope of the needs analysis are. Therefore, there are some interesting ideas of a needs analysis and purposes useful for this dissertation⁴⁹ and they are in the following chart:

Pre- Course purposes	During Course Purposes
To identify the existing gap between what students are able to do and what they need to be able to do.	To find out what language skills the learner needs in order to perform in a particular role, such as a sales representative of a flower cultivation facility.
To determine their communicative activities.	To collect information about a particular problem learners are experiencing.
To find out how students use English at work on a daily basis	To identify students perceptions of language problems in the job
To find out what prior experiences the students have had with English	To outline a possible solution to training in English
To determine current levels of language proficiency of the students	To find out what type of materials the learners would find more attractive
To determine what logistics problems they face for training	

Fig. 4. Before and after purposes of the course

⁴⁸ Jack C. Richards, *curriculum development in language teaching*. Cambridge University press, 2001

⁴⁹ *ibid*

3.3.1 Data Gathering

In this stage, the next thing to do is to conduct the needs analysis. As Richards (2001)⁵⁰ proposes, it is advisable to use other sources to gather information.

In the process, it is important to conduct pre-interview sessions to outline some ideas. This could be considered as an informal meeting as there was no script prepared. These considerations will lead to a better developed interview to outline, not only the process of the needs analysis, but the whole course itself, since the aims and objectives of the course can be modified according to the student's needs.

For this work, the following will be used:

1. Questionnaires
2. Self-ratings (as part of questionnaires)
3. Interviews
4. Meetings
5. Task analysis
6. Observations of telephone calls.

The process can be outlined in the following procedure list:

1. Initial questionnaire
2. Follow up individual and group interviews
3. Meeting with students
4. Meeting with other teachers
5. Task observation and analysis
6. Analysis of the information

Once the information is obtained, we will have to tabulate it to get a needs analysis report.

Another important consideration is to use a recorder, an easy to use and appropriate to record the extent of the interview and have a number of pre-set questions to use that day.

The questions will direct the interview to have cohesion. The questions will be used the format below:

⁵⁰ Jack C. Richards, *curriculum development in language teaching*. Cambridge University press, 2001

- 1 What's your name?
- 2 What's your job?
- 3 How important is it to speak English for your career?
- 4 What are the implications of a good command of English for your career?
- 5 What level of English do you possess?
- 6 How do you use English at work?
- 7 What skills do you need to use more, reading, speaking, listening or writing?
- 8 How often do you use English at work?
- 9 And what other situations do you use English for?
- 10 Is there any English that you use on the computer?
- 11 What is it?
- 12 What do you find difficult about English?
- 13 Is it difficult for you to understand when people speak to you in English?
And why?
- 14 What do you think you could improve about your English?
- 15 Are there any 'English business on line' courses available? If so, have you attended them?
- 16 Why is it difficult for you to attend those courses?
- 17 In what way is your work schedule important to you?
- 18 And if there is another solution you opt for to have some training, would you take it?

The interview should be administered using Spanish, also to carry out the process with the answers naturally. One question leads to another and some words may not be well understood by the interviewees. From the pre-interviews, some questions may lead to other questions and if they are conducted appropriately, they would show homogeneous results with other interviewees.

Another interesting topic is that the interview process and the actual course can and may be carried out via the Internet using Skype®. Technology will help the purpose of learning by taking less time out of the students' jobs at this stage of the process. The following stages of data collection will have to be carried out 'in the field'.

3.3.2 Needs analysis questionnaire form

In addition to the needs analysis interview, it is necessary to run a survey in Spanish to gather precise data. This will be delivered to all the potential students, in this case there are 10 of them. The number of students was decided by establishing the teacher or trainer's occupancy ratio per student, therefore, allowing the teacher or trainer to have a more personalized interaction with their students. The data obtained from the needs analysis will be the evidence of the direction the course should take. It will give a better view of the skills in which the students need reinforcement. This could be, for example, answering e-mails, answering phone calls, negotiating prices on the phone, etc. Also, it will reveal the best way to motivate the potential learners will be by using their real letters, e-mails and other documentation.

The sample for the questionnaire considered the size of the group. There are a total of 15 potential workers who are interested to take the course. From these 15 workers 10 were selected to conduct the questionnaires for the survey. They were selected according to their functions. They will vary according to the relevance of contact to the customer. Therefore, the interviewer decided to take into account those 10 interviews for the questionnaire.

3.3.3 Needs analysis questionnaire

The questionnaire was generated using google docs, which is a platform that creates easy forms for surveys⁵¹, as seen next:

⁵¹ The address is <https://docs.google.com/> to create forms for surveys

3.3.3.1 English Usage Survey

This Survey was designed to understand your needs of English.
Please fill in this form with your answers.

Q1. Where did you learn English? *

* Required

You can choose more than 1 option

- ☐ Self study
- ☐ School/University
- ☐ Travel
- ☐ Private Course

Q2. How long have you been using English? *

Choose one option

- ☐ 1 to 2 years
- ☐ 4 to 11 years
- ☐ 12 to 15 years
- ☐ Over 15 years

Q3. Where do you use English normally? *

Choose one option

- ☐ At home
- ☐ At work
- ☐ At the University
- ☐ While traveling

Q4. How important is English for your work? *

1 the least important and 5 very important

1 2 3 4 5

not important ☐ ☐ ☐ ☐ ☐ very important

Q5. To what extent do you use English at work in a regular day? *

1hr 2hrs 3hrs 4hrs 5hrs or +

hours ☐ ☐ ☐ ☐ ☐

Q6. Which of the following skills do you use the while working? *

You may choose more than one option

- ☐ ☐ Reading
- ☐ ☐ Speaking
- ☐ ☐ Writing
- ☐ ☐ Listening

Q7. What kind of reading do you mostly do? *

You may choose more than one

- ☐ ☐ Technical information
- ☐ ☐ Business e-mails proposals
- ☐ ☐ Consolidate instructions
- ☐ ☐ Faxes
- ☐ ☐ Price lists

Q8.What kind of writing do you do? *

You may choose more than one

- ☐ ☐ None
- ☐ ☐ E-mails
- ☐ ☐ Sales proposals
- ☐ ☐ Reports
- ☐ ☐ Invoices

Q9. What kind of speaking do you do on a regular basis? *

You may choose more than one

- ☐ Offering products
- ☐ Negotiating prices
- ☐ Coordinating shipping
- ☐ Presentations to potential customers
- ☐ Responding to complaints
- ☐ All of the above

Q10. What kind of listening do you do while interacting with your clients?

You may choose more than one

- ☐ None
- ☐ Receiving product orders
- ☐ Receiving price counter offers
- ☐ Coordinating shipping details
- ☐ Complaints

Q11. Personally, what skills do you think need reinforcement in English?

You may choose more than one

- ☐ Listening
- ☐ Speaking
- ☐ Writing
- ☐ Reading

Q12. From the following, what is more difficult for you?

You may choose more than one option

- ☐ Expressing your opinion while speaking
- ☐ Using a variety of grammatical structures
- ☐ Using a wide range of vocabulary when speaking
- ☐ Spelling something
- ☐ Reading carefully to understand all the information in a text
- ☐ Understanding different accents when speaking
- ☐ Understanding jargon in the field or informal language

Q13. From which source would you like to obtain information to practice your English at work?

You may choose more than one

- ☐ Emails & faxes
- ☐ Phone conversations
- ☐ Availability reports
- ☐ Technical reports
- ☐ Instruction e-mails
- ☐ Sales invoices
- ☐ Other:

3.3.3.2 Spanish Questionnaire

The questionnaire in Spanish will be the following:

Encuesta del uso del Inglés

Esta encuesta está diseñada para entender mejor sus necesidades del inglés para su trabajo

* Campo obligatorio

Q1. ¿En dónde estudió el idioma Inglés? *

Puede seleccionar más de una opción

- ☐ Por su cuenta
- ☐ Colegio / Universidad
- ☐ Mientras viajaba
- ☐ Cursos de Inglés Privados

Q2. ¿Hace cuánto tiempo estudió usted Inglés? *

Seleccione una opción

- ☐ 1 – 2 años
- ☐ 4 - 11 años
- ☐ 12 - 15 años
- ☐ Más de 15 años

Q3. ¿En qué lugar utiliza más el idioma inglés? *

Seleccione una opción

- ☐ En casa
- ☐ En el trabajo
- ☐ En la Universidad
- ☐ Mientras viaja

Q4. ¿Personalmente, qué tan importante es el inglés en su trabajo? *

1 2 3 4 5

poco ☐ ☐ ☐ ☐ ☐ bastante

Q5. ¿En su opinión, cuanto tiempo Inglés utiliza en su trabajo? *

1hr 2hrs 3hrs 4hrs 5hrs o +

Horas ☐ ☐ ☐ ☐ ☐

Q6. ¿Cuáles de las siguientes habilidades del Inglés utiliza más en su trabajo? *

- ☐ ☐ Comprensión Lectora
- ☐ ☐ Comprensión Auditiva
- ☐ ☐ Producción Oral
- ☐ ☐ Producción Escrita

Q7. ¿Con qué tipo de comprensión lectora usted trabaja? *

Puede seleccionar más de una opción

- ☐ ☐ Información técnica
- ☐ ☐ Propuestas de negocios por email
- ☐ ☐ Instrucciones de consolidados
- ☐ ☐ Faxes
- ☐ ☐ Listas de precios

Q8. ¿Con qué tipo de producción escrita usted trabaja? *

Puede seleccionar más de una opción

- ☐ Ninguna
- ☐ E-mails
- ☐ Propuestas de negocios escrita
- ☐ Reportes
- ☐ Facturas

Q9. ¿Qué habilidades de producción oral en inglés utiliza más?

Puede seleccionar más de una opción

- ☐ Ninguna
- ☐ Ofrecer productos
- ☐ Negociar precios
- ☐ Coordinar envíos
- ☐ Presentación a clientes potenciales
- ☐ Responder a quejas

Q10. ¿Qué habilidades de Comprensión Auditiva utiliza usted?

Puede seleccionar más de una opción

- ☐ Ninguna
- ☐ Recibir órdenes de producto
- ☐ Realizar y recibir contra propuestas de precios
- ☐ Coordinar cargamentos
- ☐ Recibir Quejas

Q11. ¿Qué habilidades cree que podría mejorar más? *

Puede seleccionar hasta dos (2) opciones

- ☐ ☐ Comprensión Lectora
- ☐ ☐ Comprensión Auditiva
- ☐ ☐ Producción Oral
- ☐ ☐ Producción Escrita

Q12. ¿De las siguientes actividades, cuales considera son las más difíciles? *

Puede seleccionar más de una opción

- ☐ ☐ Expresar su opinión al hablar
- ☐ ☐ Usar la gramática
- ☐ ☐ Usar vocabulario
- ☐ ☐ Deletrear
- ☐ ☐ Leer para entender el significado
- ☐ ☐ Entender los diferentes acentos del Inglés
- ☐ ☐ Entender la jerga del negocio de las flores

Q13. De los siguientes, ¿Con qué elementos le gustaría practicar el inglés?

Puede seleccionar más de una opción

- ☐ ☐ Emails & faxes
- ☐ ☐ Reportes de disponibilidad
- ☐ ☐ Reportes técnicos
- ☐ ☐ E-mails con instrucciones
- ☐ ☐ Facturas de ventas
- ☐ ☐ Other:

3.3.4 Results of observation and interviews

In addition to the interviews, the potential students were also observed in their work environment. The observation was conducted in the following way:

1. One of the stakeholders in the farm explained to us the sections and the departments they have.
2. Once the departments were determined, he also showed us the different jobs in each department, these being the sales group and the administrative group.
3. After working in the sales group for 10 days, it was possible to determine what each of their jobs and functions were and determine the language skills they needed for every member in both teams.

At the end of the observations, the following remarks were made:

- 1 The work place is a remote farm located 30 kms away from the city. The surveys had to be done on site and with the student to make the process more personalized
- 2 The facility is a building in the middle of a flower plantation.
- 3 Electricity and internet are provided and accessible to all the administrative personnel
- 4 At work, the sales personnel and the productions personnel work in different sections of the facility.
- 5 There are two distinct groups working at the facility. The sales group and the administrative group. Their functions are listed in the table below:

Sales group functions	Administrative group functions
Contacting English speaking customers to offer flowers for sale	Coordinating payments from foreign and domestic customers
Contacting new customers	Surveying customers about service and quality control
Gathering all the information from the export orders and make sure they are shipped	Supervising the technological systems in the farm so they work properly
Using e-mail and messenger to	Preparing legal documents for

contact the customers	international trading
Coordinating with shipping companies all the freight going overseas	Negotiating trading and shipping costs
Offering availability and standing orders with customers.	

Fig. 5 Sales and administrative functions table

These observations were very interesting to watch. They were made during a period of time of a 10 day immersion at the farm. In previous experiences in the flower industry, it was insufficient to understand the whole process, since some functions are not only at the sales section. We could observe all the team members in their functions, determining their English needs.

3.4 NEEDS OF THE TARGET GROUP

After the observation and the interviews, the most relevant issues regarding English could be established, for example, time availability, workload and others mentioned below:

- Time vs Training

90% of the interviewees agree that time is the most difficult obstacle to deal with, if they wish to have access to a proper training in English.

In this situation, they agree that the best solution would be a system that could provide them with technology that would eliminate the need to attend a classroom or an institute.

- English at work

100% of the interviewees, including the general manager, as the most interested stakeholder, agreed that English is a mandatory tool needed for work. One of the main objectives of the needs analysis was to determine the importance of English in the Flower business. As all of our interviewees mentioned, it is of the utmost importance.

The question is: What are their precise Business English needs? Each one of the staff members was interviewed personally. We divided English functions in which they considered they needed to improve their English. The sales group uses more the

speaking and listening skills, leaving reading and writing to a second place. Whereas, in the administrative group leans toward the reading and writing skills.⁵²

The Sales group, on the one hand, uses the restricted jargon regarding flower trading while negotiating with their counterparts in the English speaking countries. Other elements found were:

- being empathetic with the client to gain the customer's confidence
- listening for specific information such as: numbers, dates, flower prices, etc.
- listening for buyer's purpose ⁵³
- listening for gist
- speaking confidently
- vocalizing specific information appropriately
- understanding the flower trading jargon

Fig. 6 Sales group sub-skills in Listening and speaking

3.4.1 Workload

It is possible to divide the group into two according to their workloads as well. In the sales group, the workload is high. But we can measure them in terms of their daily roles and their miscellaneous functions. Their tasks are very similar to the elements of English usage found in the observation.

For the sales group, their tasks are:

- Selling flowers to national and international customers
- Checking flower availability reports to offer flower to customers
- Writing e-mails to confirm orders
- Negotiating with customers prices and quantities of flowers and not going 'off limits' ⁵⁴
- Coordinating product quantities with the farm post-crop to pack and ship
- Coordinating shipment with cargo agencies in the country and at a foreign airport

⁵² This conclusion discouraged the idea of a more homogeneous course in which all of the participants would join. It was mentioned before that it would be challenging and it is indeed. The solution for this inconvenience will be presented in the course planning and in the syllabus.

⁵³ marks indicating if the buyer is disappointed and does not want to buy, or if the buyer is not happy with the order (strategic competence)

⁵⁴ It is flower business jargon that means not to go below or above the defined prices and quantities of flowers.

-	Entering flower orders into the computer system
-	Generating and sending flower invoices
-	Quality control from the greenhouse to the cold rooms (crop to customer) and reporting it to customers
-	Ground, crop and farming supplies control

Fig. 7. Sales group functions

For the administrative group the functions are far more diverse than for the sales group.

Their functions are:

- For financial managing:

○	Checking bank account balances in off shore accounts
○	Collecting payment information from overseas customers
○	Coordinating shipment payments with such customers
○	Auditing shipments and payments

Fig. 8.

- For IT specialists

○	Monitoring computer systems of the company
○	Developing software for shipment program organization
○	Repairing, if any, computer problem in the company
○	Setting the computer network policies for users
○	Checking computer manuals and articles for guidelines in repairs
○	Setting a firewall, so the system does not get hacked or tampered, among others

Fig. 9

- For accounting managing:

○	Revising the farm's supplies records
○	Paying employees
○	Keeping records of taxes and international fares
○	Consulting the customers for tax information
○	Approving sales invoices
○	Paying suppliers, and others

Fig. 10

- For legal and general managing:

○ Developing sales contracts for customers
○ Reinforcing agreements with customers for future shipments
○ Negotiating with higher value customers, maximum and minimum flower amounts and prices
○ Negotiating seeds and bulbs from genetics labs for better quality of crops
○ Monitoring legal status of the company with Ecuador's IRS and customs documentation, fito-sanitary registers and quality control certifications

Fig. 11.⁵⁵

As seen, their functions are more diverse and they require a team for each branch to work on. Therefore, from these functions of the administrative team on a flower export farm, it can be inferred that the language needs are similar on theme, yet different in function.

After consolidating the two teams skills loads in observations and after determining a middle point between what the sales and administrative groups functions are, we have determined in the following chart the balance of skills we can use to design the course.

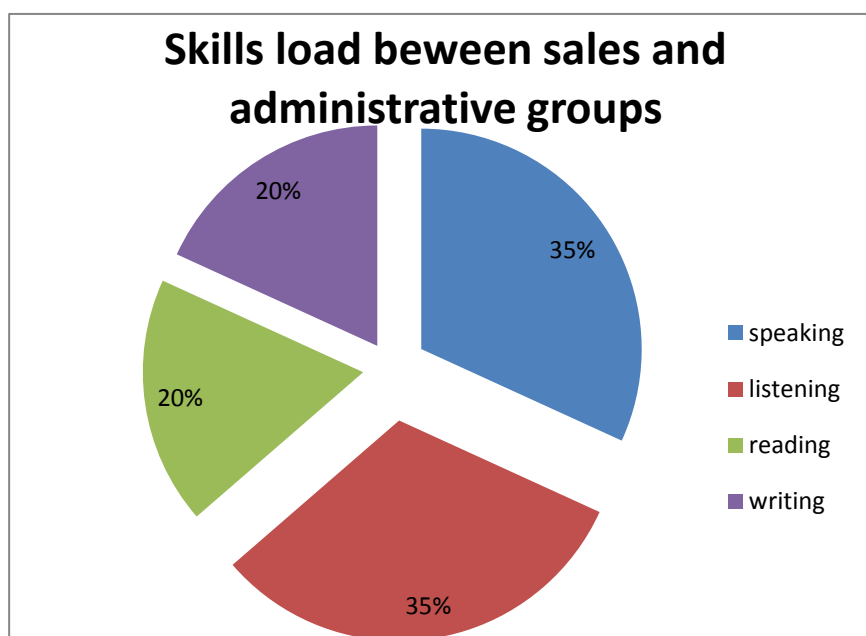


Fig 12. Skills load consolidated graphic showing a balance between the 4 language skills from the sales and administrative

⁵⁵ Figures 7, 8, 9, 10, 11 refer to work load task elements from sales, financial, IT, accounting and managing functions.

3.5 COURSE OUTLINING

After a more detailed meeting held with the general manager and the sales manager of Bloomexport, we concluded that the needs of the personnel are of high importance, but they are not the same for all the employees. The results of observations, interviews and surveys were presented to them, as well as comments on data collection. So, the target situation was possible to be outlined. It was found that there were two realities in two company areas, the sales group and the administrative group. They have a similar goal in the line of business, but their functions are, to some extent, different.

A solution would be to develop a sales ESP course and an administrative ESP course. It sounds logical to tailor a course for every department; however, it did not seem practical for the stakeholders and it is not the purpose of this dissertation. The idea is, as they have mentioned in the company, to optimize resources, especially time and money. It is important to bear in mind that this training is necessary for the employees, but also it is important to optimize their time and money.

Then, the solution would be to create an exclusive ESP course designed for the flower business dealers, in which the same functions in different skills are practiced. Therefore, listening and speaking would be one aspect, reading and writing the other. The idea is to have a more concentrated listening and speaking training for the sales group; whereas, the administrative crew would have a more focused reading and writing approach. Only one course is developed, the stakeholders would only have to pay for one course; but the focus of the activities would be different depending on the group.

The time and place setting will be discussed below. As the stakeholders proposed at one point, the teacher has to be the one who should go to the farm, and the workers dedicate one hour per day for this training. Most of the workers were not too happy with the idea, since their minds are not focused on learning English at that time, as some of the interviewees had mentioned. Therefore, the solution is to modify the schedule so the teacher can train them at a schedule that cause them to leave later. The managers did not like this idea either.

Then, the best solution was the use of IT (information technology), since there is Skype to teach the lessons, once they are at home. It would not take too much of their time and they would be more receptive. Once this solution was proposed, the management was

satisfied to have people focused on their job at work and with English training at home, with results benefiting both sides.

One schedule proposed to the participants was a total of 24 hours, given in 4 hours a week, during 6 weeks, so each team has a time to practice English. Then, they will discuss the results of this time table throughout the process.

With this process of data collection, there is enough information to outline a preliminary curriculum and a syllabus to be presented to the stakeholders. The contents we will develop are skill-based and function-based practice of the target situation as we will see later on.

3.6 COURSE DESIGN

Taking into consideration the needs of both groups, we need to establish the objectives, the duration and the scope of the course. By doing this, we are setting the parameters of what we wish to accomplish. Dudley- Evans proposes the following criteria:

- Should it be intensive or extensive?
- Should the learner's performance be assessed or non-assessed?
- Should it deal with immediate needs or delayed needs?
- Should the material be common core or specific to learner's needs?
- Should the group be homogenous or heterogeneous?
- Should the course design will be subjected to a negotiation or worked out by the teacher?
- Should it have a broad or narrow focus?⁵⁶

However, it is very important to point out that the groups must have a previous knowledge of General English, the higher the better. After we performed a placement test and an oral interview, we determined that the average English level of the participants are an A2 and B1 referring these to the Common European Framework scale⁵⁷.

⁵⁶ Dudley Evans, T. & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press

⁵⁷ Refer to annex for testing determining the English level and CEFR scales used.

3.6.1 Main Objective

The main objective of the course design is to outline the topics in which the students need to train for this course proposal. Therefore, the scope and sequence of the topics and the techniques implemented will be established throughout the course.

3.6.2 Focus

Since this course would be more specific dealing with speaking and writing skills, it is important to balance the load of activities. Provided that we have two teams dealing with the same function, their tasks in speaking and writing are slightly different. It is proposed to design the course with a unique line based on speaking and listening; however, in practice some of the exercises will be modified to meet the group's needs. With this in mind, we can outline the course syllabus.

3.6.3 Syllabus

Having discussed some of the current types of syllabi previously, we are talking about a task-based syllabus, a topic-based syllabus and a skills-based syllabus. We will use an eclectic approach to syllabus design, since ideas can be picked and chosen, as well as, methods and strategies to deal with different types of learners. That is an integrated syllabus that guarantees a balance and will surely meet the needs of the students.

The skills that will be developed in the course are speaking and writing. However to learn how to speak, you must listen and to learn how to write, you must read.

The functions in which we will start developing are the following:

• Greeting (informally)
• Expressing gratitude
• Requesting information
• Requesting others to do something
• Inviting others to do something
• Asking for information
• Asking others to do something formally
• Asking (price)
• Showing something to someone
• Instructing others to do something
• Expressing disappointment/dissatisfaction

• Expressing preference
• Acknowledging thanks
• Suggesting a course of action
• Offering and requesting description
• Expressing and accepting invitation

Fig. 13. Language functions to be used

The topics that can be developed are:

• Personal and company identification
• Foods, drinks and products
• Agreement and Disagreement
• Exchange of information
• Negotiating prices
• Making an informal presentation of themselves and the company
• Offering products and benefits
• Clarification in detail of a buying process and paying process in detail
• Order details explanation
• Sales closing and invitation to the customer for future transactions

Fig. 14. Language topics to be used

Although a grammar course is not intended, it should be mentioned that grammar is always present within the functions to be used.

Now, in order to balance the parameters of the course, it is necessary to be aware of the existing limitations available. According with Dudley – Evans & St. John⁵⁸ these details, may be designed before the course is carried out. However, it is during and maybe after the course that all the details are revised. Dudley – Evans & St. John⁵⁹ also point out that the teacher negotiates some topics and reacts quickly to the students' needs, in addition to have a range of materials available.

⁵⁸ Dudley Evans, T. & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.

⁵⁹ Dudley Evans, T. & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press

3.6.4 Functions and topics charts

The following list shows a list of functions and topics based on actual observations at work. This list may not be completely used. The intention is to pick some functions related to specific situations and of course as the course develops, react and negotiate them with the learners. There will be always space for negotiation with them.

Functions	Topics
<ul style="list-style-type: none">• Introducing oneself• Requesting information• Offering Company Information• Expressing gratitude• Asking for information• Asking others to do something formally• Asking (price)• Showing something to someone• Instructing others to do something• Greeting (informally)• Requesting others to do something• Inviting others to do something• Acknowledging thanks• Expressing disappointment/dissatisfaction• Expressing preference• Suggesting a course of action• Offering and requesting description• Expressing and accepting invitations	<ul style="list-style-type: none">• Personal and company identification• Foods, drinks and products• Likes and dislikes• Exchange of information• Negotiating prices• Making an informal introduction of themselves and the company• Offering products and benefits• Explaining in detail a purchase process• Explaining a paying process in detail• Explaining order details• Closing the sale and inviting the customer for future transactions

Fig. 15. Functions and Topics based on observation in site

To present a grid that shows how the course would be outlined between topics and such, it will be divided into the basics of the lesson plan in six main elements:

19	The functions to be used for the topic
20	The Macro skills as a means to express the functions
21	The Sub-skills that will support the macro skills
22	The Materials to be provided
23	The topics of the situations they may apply
24	And the strategies and techniques to be employed by the trainer.

Fig.16. Main elements of the lesson plan

3.6.5 Weekly Lesson Plans

In the following chart there is an example of how the design will be considered:

Week course 1	“You and your company: expanding the market”				
Functions	Macro skills	Sub skills	Materials	Topics	Strategies & Techniques
*Introducing oneself *Offering Company Information *Inviting others to do something *Writing a letter of presentation	*Speaking *Writing *Listening	*Speaking -Introducing themselves to others using polite language -Listing benefits and services of the company *Writing -writing a presentation letter and replying *Listening -Listening for gist of conversation	*E-mails *Brochures *Computer	*Sales *Company services *Business presentation	*Writing e-mail simulation *Telephone conversations simulation

Fig. 17. Example of a weekly skills lesson plan

3.6.6 Developed lesson plan

And here it is a full week planned for the course:⁶⁰ the full weekly plans will be presented in annex 1

Week course 1					
You and your company: expanding the market					
Functions	Macro skills	Sub skills	Materials	Topics	Strategies & Techniques
-Greeting formally and informally -Introducing oneself & Company -Offering Company Information -Asking for information -Requesting information -Offering and accepting description	-Use appropriate styles and register for introductions -Develop speaking strategies such as emphasizing key information about oneself or the company -Recognizing rhetorical forms of written texts interpretation -Recognizing communicative functions according to the purpose -Use the appropriate language taking into account the audience's interpretation-Use lexical units to accomplish pragmatic purposes	-Use the appropriate grammatical word classes -Intonation patterns to emphasize specific information -Distinguish between literal and implied meanings by using examples of previous materials and creation of new ones -Expressing cohesive devices such as key repletion of a key terms or transitional connectors	-Video/e-mail examples & computer software and Internet access	-Personal and company identification -Exchange of information -Food, drinks and products	- Simulate an introduction to a company peer through skype - Role-play an introduction to a peer or teacher as practice or pair work through skype -Simulate a presentation e-mail or letter to a pen pal and a new company through e-mail

Fig. 18. Example of a developed lesson plan

⁶⁰ To view the daily lesson plan for week 1, refer to annex # 1

3.6.7 Daily Lesson Plans

The lesson plans were developed using the prior criteria and here are they listed. The remaining lesson plans can be seen in annex 9

Lesson Objectives	-To introduce themselves and the company -To practice English in a real context	Time	2 hrs	Lesson plan 1 Week 1		
Target Audience	Flower salespeople and administrative personnel					
Materials	Worksheet annex 5 worksheet , Computer with skype					
Activities:				Functions	Skills and sub-skills	Grammar topics
WARM UP	Instructions: 1. The instructor will greet the students to the course 2. Then they will introduce the topics of the course which are: - Introducing the company profile to customers - Introducing themselves as representatives of the company - Using written and spoken communication to make successful business - According payment and shipping instructions - Apologizing and channeling complaints 3. Then the instructor will ask the participants ways to introduce themselves formally and informally to make a brainstorming of ideas.			-Greeting formally and informally -Requesting Information -Offering and accepting description	-Recognizing rhetorical forms of written texts for interpretation -Use the appropriate language taking into account the audience's interpretation -Expressing cohesive devices such as key repletion of a key terms or transitional connectors -Basic personal Information; Address, phone number, email address, nationality, etc	-Personal pronouns Forms of to be - Interrogative pronouns: who, how and what -Possessive adjectives: my and your -Abbreviated 'is' and 'am'
CONTROLLED PRACTICE	Instructions: 1. Use the brainstorm from warm up to simulate a presentation of the product by writing a presentation letter using a provided example in Annex 5. 2. The letter should be a presentation about the company and products. The					

FREE PRACTICE	<p>students should make changes to it.</p> <ol style="list-style-type: none"> Once letter is written it should be proof written by another peer or the instructor until it seems appropriate Then, peers should exchange those letters and underline best-selling points about the company 			
	<p>Instructions:</p> <ol style="list-style-type: none"> After receiving the letter, the students will give feedback to the other peer about the letter Simulating a conference call with peer using Skype, the peers (along with instructor) will give the best-selling points of the company from the letter in the call. The instructor will give feedback on the conversations 			
	<p>Instructions:</p> <ol style="list-style-type: none"> The students will share their experiences with the instructor and the rest of the class. The instructor will elicit three things they felt they did well and three things they wish to improve for the next time. 			

3.7 Materials

The materials suggested to be used in this course include cue cards and worksheets. Some of activities are based on real documents from the student's work.

There are examples of conversations and videos available on the web to show negotiation examples. There will be also selected business dictionaries and writing manuals to be used as reference.⁶¹

The elaboration of materials was considered once it was known what the some of the students' English level. The syllabus should be developed from the students' level as

⁶¹ Reference materials:

-Trappe T., Pile L, Johnson C, Garside T., Barrall I., *Intelligent Business Upper-Intermediate*, Longman, 2006

-Bell A. H., *Writing Effective Letters, Memos, and E-mail*, Barron's Educational Series, 2004

-L Bus Eng Dictionary Series Longman Business English Dictionary, *Longman Business English Dictionary*, Pearson Longman, 2007

- Curin D., *English for Business Dictionary*, English for Specific Purposes Series, WSI, Barcelona 1999

well as the materials needed. It is very important to determine ‘up to what level’ the students find it difficult to understand the instructions in the worksheets and cue cards.

Therefore, the value of the placement test was deeply appreciated. It indicated how well students understood English. In addition, if there are any more materials needed on the way of the course, it is necessary to know which will be relevant for them.

Furthermore, the materials of the classes are subject of negotiation with the students. However, there are no materials to be used; the opportunity to be creative with what is available. Some of them include:⁶²

- 1 Daily availability
- 2 Standing order e-mail
- 3 Company’s presentation letter
- 4 Product brochure
- 5 Standing order form
- 6 Customer credit form
- 7 Order e-mail
- 8 And learner’s experience with the customers to create dialogue situations.

3.8 Assessment

As suggested earlier, this aspect of the course will also have to be negotiated. There are two options to be used for assessment. There is the formative assessment and summative assessment. The stakeholders will be provided with both ways to assess their performance with an explanation of the outcome. The purpose of this is to negotiate how the students will be evaluated with both trends.

3.8.1 Formative Assessment

For formative based assessment, the designer will include that:

- The daily objectives to be stated on every class lesson plans.⁶³The trainer will give feedback of these objectives after every lesson. The students will be given comments from the trainer and viceversa.

⁶² Refer to annex # 4 & 5 to review some of the materials to be used.

⁶³ Go to annex# 9 to obtain the lesson’s objectives.

- There will be a weekly report along with the evaluation sheet with the results of the week. Every week of the course there will be space for feedback after a set of tasks have been completed.

At the end of the course, the progress of the learner with the weekly evaluation sheets will be checked, so that, we know what areas the learners have to improve and which others they can work on in the future.

- Finally, the learner will provide a small written composition about their goals in the future once they have attended the course. This will serve as additional motivation to keep improving their communication skills.

The advantage of using this kind of assessment is the constant evaluation and motivation the learners will note during the process. Hopefully, this will give them extra motivation for a better development at work.

3.8.2 Summative Assessment

For summative assessment, we will include all the class exercises and take out bits and pieces of each and create at the end a business situation. The learners will have to meet certain accomplishment criteria to “pass” the course. These features will be designed to meet specific linguistic characteristics such as:

- The ability to master the learned structures during a negotiation
- The ability to understand most of what they hear.
- The ability to express themselves in a business situation clearly

The result of these criteria will be a grade the teacher will give to the learners and it will tell the stakeholders how well a learner develops. The advantage of this assessment is that only a single test has to be prepared in order to evaluate the learner. The course itself was a mere practice to get there.

CHAPTER IV: FINAL REMARKS

4.1 CONCLUSIONS

- Collecting data was the most crucial part of this dissertation. The aim when creating an ESP course is to tailor it to the specific needs of the target group. The data collection would have failed if the stakeholders had not cooperated. Therefore, having the cooperation and access to information of their processes will help to develop a course.
- Also, there are several details in logistics to take into consideration, such as, the best time to approach them to have an interview; the season of the month their work is the busiest, in order to have the maximum of cooperation. It was very important not to bother them in order to gain data, while they were busy at work.
- This dissertation proposes the use of technology to be used in classes and in testing as well. The use of video conference will be of great help to avoid the commuting inconvenience of the teacher and the students to one location to another. In addition, it will facilitate the use of materials because most of them can be sent electronically via e-mail or file transfer. There are few occasions when the teacher will have to meet the students. These times will be used to negotiate materials, syllabus details and assessment. The disadvantage of technology will be the limitations such as technical issues in the country and their hardware, the limitations of the users to the use of technology and the way people react to the information, rather than face to face. Luckily, in an ESP course this can also be negotiated.
- Managers and CEOs of companies look for ESP courses and they hire teachers to organize them. The teacher in this case becomes a course organizer. However, the task is not finished there. In order to negotiate with everyone involved, it becomes a negotiator. Additionally, to teach the course, he will be the teacher. In addition, there are seldom materials for the course. The materials to be used are sometimes the same letters, manuals, charts and reports the learners use in their work, so the teacher becomes a material organizer and negotiator. Finally, when it comes to evaluate the learner's results, the teacher becomes in an evaluator. To sum up, the teacher in an ESP course is a multi-role person capable of accomplishing different task for the course itself.

- The process of developing curriculum planning and analysis of necessities is not flawless. Sometimes, there are aspects left behind or not analyzed in detail. To master the design of any course, the teacher needs several tries and practice. However, the process demonstrated in this proposal offers a wide range of possibilities to improve in every try. To improve, we have to analyze processes in depth and learn to negotiate with students to get the best out of them, the course, the materials and the teacher. There is not a design that fits all ESP courses, but a process to follow once the needs analysis is developed and even this process can add new features while the course is proposed. The teacher learns with practice to react better to changes and make the necessary adjustments to the process once it is in progress.
- It is absolutely necessary that the teacher or course designer counts with all the necessary resources for investigation and planning. We refer to all the information needed to design the course. If this information is not available or it is not appropriate, the course itself is compromised and the efforts to design it are vanished. Therefore it is very important, as mentioned above, to have all the cooperation to have the best information available to design the course.
- None of this could be possible if we don't have the students' cooperation. It is important to point out in analysis as well how eager the learners are to receive the course and how committed they are in time to attend. This is also a critical point to take into account for the teacher, because if there are not any students attending the course, there will not be a course.
- The company is another crucial ingredient in the design. If the company sponsors the learners (its employees) to attend the course, they should provide whatever it is necessary for the success of the course, because sometimes the company pays for that course. Now, if the company is not staking the course, the responsibility and the success of the course goes back to the learner.

4.2 RECOMMENDATIONS

- The main recommendation is to follow the process. It is very important to follow the steps proposed in this dissertation. These steps in planning are not flawless, but we can add more in practice, or maybe modify some. It is recommended that the observer (teacher) pays good attention in details such as the speech used at the working environment and the common core vocabulary used in it.
- About logistics it is recommended that the designer knows the particulars of the group in detail, so that the design meets the students' needs.
- There are no standard operation manuals for all ESP courses. As teachers we can use our training to adjust to the necessities of the group and tailor it to the needs of the learners. It is recommended to negotiate the critical aspects of the course with the learners because the more they are involved in the process, they will achieve objectives proposed together.
- In an ESP course not everything goes according to plan. There are always little gaps to be filled in on the way. It is suggested to fill those gaps with the best information available and the instructor's own experience.
- It is important to pick and choose the most adequate methodology to reach the learner. Therefore, it is recommended to have an eclectic approach and be open to suggestions from different methods and theories, as well as the student's experiences.
- As for the support of the students and the company, it is important to have the full cooperation from both, company and potential students. To do so, it would be important to show the stakeholders a well-designed plan for them to approve and grant cooperation in the future.
- Practice makes perfect, so it is recommended to keep trying while working and reshaping.

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| 8. Terry Tate commercial | https://youtu.be/tbSpAsJSZPc |
| 9. Dealing with Complaints | https://youtu.be/wV6N0ivaw4I |

week course 1	You and your company: expanding the market					
	Functions	Macroskills	Micro skills	Materials	Topics	Strategies & Techniques
	<ul style="list-style-type: none"> •Greeting formally and informally •Introducing oneself & Company •Offering Company Information •Asking for information •Requesting information •Offering and accepting description of a product 	<ul style="list-style-type: none"> •Use appropriate styles and register for introductions •Develop speaking strategies such as emphasizing key information about one self or the company •Recognizing rhetorical forms of written texts for interpretation •Use the appropriate language taking into account the audience's interpretation •Use an adequate number of lexical units to accomplish pragmatic purposes 	<ul style="list-style-type: none"> •Use the appropriate grammatical word classes •Intonation patterns to emphasize specific information •Distinguish between literal and implied meanings •Expressing cohesive devices such as key repletion of a key terms or transitional connectors 	<ul style="list-style-type: none"> •E-mail examples & computer software and Internet access 	<ul style="list-style-type: none"> •Personal and company Identification •Exchange of information •Food, drinks and products 	<ul style="list-style-type: none"> •Through skype, simulate an introduction to a company peer •With skype role-play an introduction to a peer or teacher as practice or pair work •Through e-mail, simulate a presentation e-mail or letter to a pen pal and a new company

week course 2	Starring Business					
	Functions	Macroskills	Micro skills	Materials	Topics	Strategies & Techniques
	<ul style="list-style-type: none"> •Showing something to some one •Instructing others to do something •Inviting other to do something •Expressing preference, acceptance of an invitation, wishes, certainty, •Inquiring aproval or disaproval •Asking for clarification, an explanation or opinion 	<ul style="list-style-type: none"> •Use appropriate styles and register for introductions •Develop speaking strategies such as emphasizing key information about your company's capabilities •Recognizing rhetorical forms of written texts for interpretation •Recognizing communicative functions according to the purpose •Use the appropriate language taking into account the audience's interpretation •Use an adequate number of lexical units to accomplish pragmatic purposes 	<ul style="list-style-type: none"> •Use the appropriate grammatical word classes •Intonation patterns to emphasize specific information •Distinguish between literal and implied meanings •Expressing cohesive devices such as key repletion of a key terms or transitional connectors 	<ul style="list-style-type: none"> •Video •e-mail examples & • computer software and Internet access 	<ul style="list-style-type: none"> •Offering products and benefits •Making an informal presentation of them and the company •Making business 	<ul style="list-style-type: none"> •Thru skype, simulate an invitation and a business proposal •Thru skype role-play a presentation of the products to a peer or teacher as practice or pair work •Thru e-mail, simulate an affirmative and negative response to a business proposal by e-mail or letter to a new company

week course 3	The pay process: paying or collecting flowers					
	Functions	Macroskills	Micro skills	Materials	Topics	Strategies & Techniques
	<ul style="list-style-type: none"> •Instructing others to do something •Requesting others to do something •Asking and requesting information •Offering and accepting description •Inquiring approval or disapproval •Asking for clarification, an explanation or opinion •Suggesting a course of action •Offering a better option politely 	<ul style="list-style-type: none"> •Use appropriate styles and register for numbers and flower varieties •Recognizing rhetorical forms of written texts for interpretation and communicative functions according to the purpose •Use the appropriate language taking into account the audience's interpretation •Use an adequate number of lexical units to accomplish pragmatic purposes •Taking notes 	<ul style="list-style-type: none"> •Use the appropriate grammatical word classes •Intonation patterns to emphasize specific information •Distinguish between literal and implied meanings •Expressing cohesive devices such as key repletion of a key terms or transitional connectors •Jotting down important details while listening 	<ul style="list-style-type: none"> •Video •e-mail examples & computer software and Internet access 	<ul style="list-style-type: none"> •Offering flowers with prices and characteristics •Negotiating goods' prices •Closing sales and inviting customers for further business 	<ul style="list-style-type: none"> •Thru skype, simulate some business situations, proposed by peers •Thru skype role-play and evaluate as other peers interact and provide feedback •Thru e-mail, simulate a presentation of availability and prices, with a counter proposal.

week course 4	the consolidate process: shipping your cargo					
	Functions	Macroskills	Micro skills	Materials	Topics	Strategies & Techniques
	<ul style="list-style-type: none"> •Asking and requesting detailed information •Requesting others to do something •Offering and accepting description •Inquiring approval or disapproval •Asking for clarification, an explanation or opinion •Suggesting a course of action •Offering a better option politely •Expressing and accepting disappointment/dissatisfaction •Giving Excuses •Using coercive speech or writing 	<ul style="list-style-type: none"> •Use appropriate styles and register for numbers and flower varieties •Develop speaking strategies such as emphasizing key information about prices and conditions •Recognizing rhetorical forms of written texts for interpretation and spoken communicative functions according to the purpose •Use the appropriate language taking into account the audience's interpretation •Note taking 	<ul style="list-style-type: none"> •Use the appropriate grammatical word classes •Intonation patterns to emphasize specific information •Distinguish between literal and implied meanings •Expressing cohesive devices such as key repletion of a key terms or transitional connectors for instructions •Jotting down important details while listening 	<ul style="list-style-type: none"> •Video •e-mail examples & •computer software and Internet access 	<ul style="list-style-type: none"> •The paying process •Ways of handling cargo •Collecting a payments 	<ul style="list-style-type: none"> •Thru Skype, simulate how do we accept payment and pay for flowers proposed by peers •Thru Skype role-play and evaluate as other peers interact and provide feedback, group or pair work •Thru e-mail, create a escalated process for a late payer.

week course 5	the consolidate process: shipping your cargo					
	Functions	Macroskills	Micro skills	Materials	Topics	Strategies & Techniques
	<ul style="list-style-type: none"> •Asking and requesting detailed information •Requesting others to do something •Offering and accepting description •Inquiring approval or disapproval •Asking for clarification, an explanation or opinion •Suggesting a course of action •Offering a better option politely •Expressing and accepting disappointment/dissatisfaction 	<ul style="list-style-type: none"> •Use appropriate styles and register for numbers and flower varieties •Develop speaking strategies such as emphasizing key information about prices and conditions •Recognizing rhetorical forms of written texts for interpretation and spoken communicative functions according to the purpose •Use the appropriate language taking into account the audience's interpretation •Use an adequate number of lexical units to accomplish pragmatic purposes •Taking notes 	<ul style="list-style-type: none"> •Use the appropriate grammatical word classes •Intonation patterns to emphasize specific information •Distinguish between literal and implied meanings •Expressing cohesive devices such as key repletion of a key terms or transitional connectors for instructions •Jotting down important details while listening 	<ul style="list-style-type: none"> •Video •e-mail examples & •computer software and Internet access 	<ul style="list-style-type: none"> •The flower shipping process •Negotiating dates and space in flight for cargo •Discussion of 'what if's' in all the consolidate process 	<ul style="list-style-type: none"> •Thru Skype, simulate how would the flowers will arrive to destination proposed by peers •Thru Skype role-play and evaluate as other peers interact and provide feedback, group or pair work •Thru e-mail, simulate a letter to explain the process.

week course 6	Odd situations: When someone has made a boo - boo					
	Functions	Macroskills	Micro skills	Materials	Topics	Strategies & Techniques
	<ul style="list-style-type: none"> •Asking and requesting detailed information •Requesting others to do something, polite or impolitely •Offering and accepting description •Asking for clarification, an explanation or opinion •Suggesting a course of action •Offering a better option politely •Expressing and accepting disappointment/dissatisfaction •Giving and accepting excuses •Using coercive speech or writing 	<ul style="list-style-type: none"> •Use appropriate styles and register for numbers and flower varieties •Develop speaking strategies such as emphasizing key information about prices and conditions •Recognizing rhetorical forms of written texts for interpretation and spoken communicative functions according to the purpose •Use the appropriate language taking into account the audience's interpretation •Use an adequate number of lexical units to accomplish pragmatic purposes •Note taking •Using appropriate sociolinguistic signals to indicate your mood 	<ul style="list-style-type: none"> •Use the appropriate grammatical word classes •Intonation patterns to emphasize specific information •Distinguish between literal and implied meanings •Expressing cohesive devices such as key repetition of a key terms or transitional connectors for instructions •Jotting down important details while listening •Using your body language to be more or less empathetic 	<ul style="list-style-type: none"> •Video •e-mail examples & •computer software and Internet access 	<ul style="list-style-type: none"> •Mistakes out of our hands •Apologizing and complaining •How to calm down an angry person 	<ul style="list-style-type: none"> •Thru Skype, simulate odd situations where something not common, but real that has happened in previous shipping processes •Thru Skype role-play and evaluate as other peers interact and provide feedback, group or pair work •Thru e-mail, create angry letters and how to tame them

ANNEX 2

Assessment instrument:

The test used to determine the approximate English level of the students is a test that complies with the some basic skills of English: Grammar and vocabulary, listening, reading writing and speaking.

The outcome of this test should be aligned with the Common European Framework or Reference¹ and it will give an approximate reference. The percentages will tell if the student is able or not to be part of the ESP course. We have classified the percentages of the test into the following categories²:

LEVEL GROUP	LEVEL GROUP NAME	LEVEL	LEVEL NAME	DESCRIPTION
A	Basic User	A1	Breakthrough or beginner	<ul style="list-style-type: none">• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
		A2	Way stage or elementary	<ul style="list-style-type: none">• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.• Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B	Independent User	B1	Threshold or intermediate	<ul style="list-style-type: none">• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.• Can deal with most situations likely to arise while traveling in an area where the language is spoken.• Can produce simple connected text on topics that are familiar or of personal interest.• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
		B2	Vantage or upper	<ul style="list-style-type: none">• Can understand the main ideas of complex text on both concrete and abstract topics, including technical

¹ The Common European Framework of Reference for Languages (CEF or CEFR) was put together by the Council of Europe as a way of standardizing the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR. Taken from: *Council of Europe (2011). Common European Framework of Reference for : Learning, Teaching, Assessment. Council of Europe.*

² Chart of levels from the Common European framework, taken from: Council of Europe (2011). *Common European Framework of Reference for : Learning, Teaching, Assessment.* Council of Europe.

			intermediate	<p>discussions in his/her field of specialization.</p> <ul style="list-style-type: none"> • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C	Proficient User	C1	Effective Operational Proficiency or advanced	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognize implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
		C2	Mastery or proficiency	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Therefore, we would like to have independent and proficient users for this test. This means a B1 learner.

The grading of the test will be based on percentages determined in the following way:

1% to 33%	Basic Users
34% to 66%	Independent Users
66% to 100%	Proficient Users

The percentages for each section of the test are the following:

Grammar and Vocabulary	30%
Listening	20%
Reading	20%
Writing	20%

Placement test

ANNEX 3 PLACEMENT TEST

Placement Test Instructions:

Please place your answers in the answer sheet annexed to this test. Print the answer sheet and present it to the evaluator once you are finished. Do not write on this test. You have one hour to complete this test.

You will need a computer with internet access to complete the listening section. If you do not have internet access, use the CD-Rom disc.

Section 1: Grammar & Vocabulary

Choose the answer you think is correct in the gap. Do not think too much in the answer.

Choose only one answer.

Example:

My friend to the bar every night.

- a. go
- ☒ b. goes
- c. goed

1. Simon very tall.

- a. is
- b. are
- c. has

2. She like football very much.

- a. don't
- b. doesn't
- c. hasn't

3. How does one flower bunch cost?

- a. many
- b. much
- c. is

4. There a big mall next to my house.

- a. is
- b. are
- c. have

5. I agree with you.

- a. doesn't
- b. haven't
- c. don't

6. Neil can't tennis. He has broken his arm.

- a. to play
- b. playing
- c. play

7. some more tea?

- a. Would you like
- b. Did you like
- c. You'd like

8. Last week we to Lima to a convention.

- a. go
- b. went
- c. goes

9. I the film we saw at the movies on Wednesday.

- a. doesn't like
- b. haven't liked
- c. didn't like

10. Kathy at the beach for her birthday last month.

- a. was
- b. were
- c. is

11. My wife never been to a boxing match. She hates violence in anyway.

- a. didn't
- b. haven't
- c. has

Placement test

12. Joanna her new cell phone today.

- a. is losing
- b. loses
- c. has lost

13. ever seen 'The Lord of the Rings'?

- a. Did you
- b. Have you
- c. Do you

14. If I were rich, I buy a house near the beach.

- a. will
- b. can
- c. would

15. She pass her driving test if she studied harder.

- a. would
- b. will
- c. did

16. I wish I play a musical instrument.

- a. can
- b. could
- c. should

17. When Luis arrived to the restaurant, his friends

- a. already left
- b. has already left
- c. had already left

18. If I on vacation to Ibiza, I wouldn't have met my girlfriend.

- a. didn't go
- b. haven't gone
- c. hadn't gone

19. By the time you get this letter I

- will be gone
- am going to leave
- would leave

20. A: What are you doing tonight? B: I'm not sure, I to the movies.

- a. will go
- b. would go
- c. might go

21. Simon forgot the TV before he left.

- a. turn off
- b. turning off
- c. to turn off

22. It's no use to him. He won't listen.

- a. to speak
- b. spoke
- c. speaking

23. Karla was offered the job having no qualifications.

- a. despite
- b. although
- c. even though

24. The offer was too good for David to turn it

- a. off
- b. down
- c. away

25. Eric's father told him out late again.

- a. not to stay
- b. not stay
- c. not staying

Placement test

26. If only I to the party instead of staying at home.

- a. went
- b. had gone
- c. did go

--

27. Not only to London but she also visited many other places in England.

- a. she went
- b. went she
- c. did she go

28. My sister is ... of studying in England.

- a. found
- b. founded
- c. fond

29. Now remember, you the test until the teacher tells you to.

- a. are not starting
- b. are not to start
- c. haven't started

30. He wasn't to reach the ceiling.

- a. tall enough
- b. so tall
- c. as tall

31. He was thought the virus at work.

- a. to catch
- b. catching
- c. to have caught

32. My kitchen needs to be ... as soon as possible. It looks as if a hurricane came through

- a. redecorating
- b. to redecorate
- c. redecorated

33. He eventually managed the door by kicking it hard.

- a. open
- b. opening
- c. to open

34. There's no point staying up all night if your exam is tomorrow.

- a. on
- b. with
- c. in

35. What ... is simply not true.

- a. you are saying
- b. are you spoken
- c. are you saying

Placement test

Section 2: Vocabulary

In this test, you will have to choose the appropriate word option from the possible options provided.

1. My father's brother is my _____ .

- a. uncle b. cousin c. nephew d. aunt

2. Your son _____ a flower in art class

- a. picks b. writes c. draws d. smells

3. Do you want to _____ a soda?

- a. eat b. see c. write d. drink

4. David had a ticket because he forgot his driver's _____

- a. license b. article c. paper d. pass

5. A: I'm going to go to bed now. B: _____ ! See you in the morning.

- a. good evening b. good night c. morning d. good bye

6. Before they got married, he gave her a _____ ring

- a. carbon b. diamond c. glass d. paper

7. I desperately need a _____

- a. kindness b. honesty c. vacation d. mountain

8. In her new apartment she's not allowed to have any kind of _____ animals

- a. domestic b. domestical c. domestically d. local

Placement test

9. Could you _____ in this form for me, please?

- a. wrote b. make c. noted d. fill

10. Did you enjoy the _____ From London to Tokyo?

- a. flight b. flying c. flew d. fly

11. My favorite subject at school was _____ because I love learning about numbers.

- a. art b. science c. history d. mathematics

12. Marcelo comes from Argentina so his first language is _____

- a. Argentinian b. Italian c. Argentina d. Spanish

13. Can you help me _____ a new suit for my job interview?

- a. try b. choose c. decide d. look

14. My mother is a very good _____ .

- a. sales b. salesperson c. sailing d. salary

15. My e-mail inbox isn't _____ could you repair it for me?

- a. making b. doing c. working d. going

Placement test

16. Bill loves repairing cars and he wants to train to be a _____

- a. painter b. mechanic c. doctor d. waiter

17. You need to show more _____ if you want to pass your exam

- a. dedicated b. dedicate c. dedication d. delicate

18. Please come to our _____ meeting, your questions will be answered there

- a. kick it b. kick in c. kick out d. kick off

19. Last week someone _____ to my office and took my computer and my tablet!

- a. exited b. broke in c. fell out b. took off

20. I wouldn't talk to that girl about your sales if I were you; she's very _____.

- a. jealous b. jealousy c. jealously d. active

Placement test

Section 3: Listening

You will watch 3 videos about various topics. Do not worry if you do not understand all the vocabulary here. You are expected to get key details of the video. Once you have listened to it, answer the questions and place the answers on your answer sheet.

I. Ecuador Chocolate Ready to Rule the World

Taken from <http://www.youtube.com/watch?v=od0tmwSHilA> on July 23rd, 2010

1. Ecuador exports _____ % of the world's cocoa.
 - a. Up to 58
 - b. Less than 67
 - c. Almost 60

2. What is more important in obtaining the best cocoa products is _____.
 - a. the result of more production
 - b. the dedication in the fermentation of the grain
 - c. copy gourmet delights

3. Because Ecuadorian producers use very few pesticides, _____.
 - a. Ecuadorian cocoa has many plagues and low quality
 - b. Ecuadorian cocoa has an advantage in the organic market
 - c. Ecuadorian producers need to use pesticides to clean the product

4. Which one is the world's headquarters of chocolate?
 - a. Cali
 - b. We don't know
 - c. Guayaquil

5. According to the video, how many farmers in Guayaquil cultivate cocoa?
 - a. 58,000
 - b. 85,000
 - c. 65,000

Placement test

II. Ecuador's famous export under threat

Taken from <http://goo.gl/ibKYCe> on July 23rd, 2010

1. The prices a buyer can find a Panama Hat, depending on the quality, are...
 - a. \$50.00 to \$800.00
 - b. \$300 to \$5,000.00
 - c. \$5.00 to \$500.00
2. The reasons the Cuenca manufacturers feel the tradition will fade out are_____ .
 - a. people doing other business
 - b. competition from other countries
 - c. the price of the hat
3. In order to survive, the panama hat will have to
 - a. Adopt a more fashionable touch
 - b. Low the prices on hats
 - c. Bring back people to make hats
4. What is another reason threatening the use of the Panama hat?
 - a. They are not well made.
 - b. They are not sold widely.
 - c. They are out of fashion.
5. What will the Panama hat as it is produced will have to do to survive?
 - a. To increase production
 - b. To adopt a fashionable look
 - c. To increase publicity

III. Volcano impacts flower business

Taken from <http://www.youtube.com/watch?v=X9GTd0Xt0Fk> on July 23rd, 2010

1. The air traffic in Europe was grounded because of _____ .
 - a. a horrifying terrorist attack
 - b. a massive natural disaster
 - c. an airline salary strike
2. The suspension of flights came at a crucial moment because...
 - a. The flowers needed to be in Europe by the time of the eruption
 - b. The volcanic ash and the temperatures are bad for flowers
 - c. The prices were the best to export flowers to the US & Europe

Placement test

3. What happened to millions of dollars in flowers in this event?
 - a. They were sold half price.
 - b. They were incinerated.
 - c. They were kept in storage.

4. Which market the Colombian exporters could not ship their flowers?
 - a. Russian Market
 - b. American Market
 - c. European Market

5. According to the video, in what crucial moment did the ash cloud appeared for Colombian flower exporters?
 - a. On the mother's day rush
 - b. Because of overstock of product
 - c. The flowers were at a good price

Placement test

Section 4: Reading Comprehension

Read carefully these articles about the flower care and flower exports; then, answer the following questions. We need to evaluate how well you understand the article. Do not worry if you do not understand all the vocabulary in the text, focus on the key ideas.

Article #1

How to Care for Cut Flowers

Sure, flowers beautify your home. And they smell nice, too. But how can you keep them healthy, so that you don't find yourself replacing them too frequently? Here are some tips from flower expert Amy Stewart, author of *Flower Confidential*.

Buy flowers that have been kept under refrigeration. If they've been sitting out on the sidewalk or in buckets in the produce department, they've lost vase life. That doesn't mean they have to be behind glass: some retailers have special air conditioners that keep the air right around the flowers cool.

Ask your florist for a vase life guarantee. Most florists will replace flowers that don't last at least five or seven days in the vase.

Rehydrate roses and other sturdy flowers by plunging the entire flower and stem under cold water. One rose grower says that submerging roses in the bathtub for three hours will add two days' vase life. Before you put flowers in a vase, make sure the vase is clean and fill it with water. Use sharp scissors or a knife to strip off leaves that will be underwater and then re-cut the stems and place immediately in water.

Commercial flower food really will extend the vase life of flowers. You can buy it at craft stores, nurseries and flower shops, or online at www.floralife.com. If you don't have any, use a pinch of sugar and a few drops of bleach.

Keep the flowers in a cool spot out of direct sunlight and away from heater or air conditioner vents, which can dry flowers and cause them to wilt. In dry climates, spritzing the flowers with water may extend their life. In summer months, consider tropical flowers that naturally grow in warmer climates and last longer at higher temperatures. Examples include orchid, bird of paradise, protea, heliconia, or anthurium.

Change the water, especially if it gets cloudy, and re-cut the stems every few days.

In mixed bouquets, remove flowers when they start to wilt; they may give off ethylene, which could cause other flowers to wilt early, too.

Tulips continue to grow in the vase, and it is natural for the stems to bend and curve. Lilies may drop pollen that can stain clothes; carefully remove the pollen-covered stamens and use sticky tape (never water!) to remove pollen from fabric.

And remember, buying sustainable flowers from a fair trade company helps to ensure that workers in Colombia and Ecuador (where most of our cut flowers come from) are paid a living wage and have a safe, chemical free workplace.

From: Flower Confidential: The Good, the Bad, and the Beautiful in the Business of Flowers, by Amy Stewart

Taken from: http://www.readersdigest.ca/homegarden/cms/xcms/how-to-care-for-cut-flowers_1602_a.html on Aug 3rd, 2010

Placement test

Answer the following questions in your answer sheet

1. Select the main idea of the article:

- a. Selling flowers is a wonderful business
- b. Buying advertisement for flower food
- c. Keeping your flowers in good shape
- d. Buying flowers from Ecuador or Colombia

2. It is recommended to buy refrigerated flowers in a shop because:

- a. The air will cause flowers can go flaccid and gain water.
- b. The flowers to gain cool temperature and freshness.
- c. You assure flowers come from a safe chemical free environment.
- d. The flowers come with enough flower food.

3. To conserve flowers you should to the following except one

- a. Cut the stems regularly, if it is cloudy.
- b. Submerge them in water to gain vase life.
- c. Remove flowers when they start to die so others don't.
- d. Place flowers directly to air conditioner or heater ducts.

4. What must you do if pollen from lilies falls on your clothes?

- a. Use water to remove pollen.
- b. Use tape to remove pollen.
- c. Keep yourself in a cool spot.
- d. Put clothes in the washing machine.

Placement test

Section 4: Writing:

Select one of the following two topics and write a 200 to 300 word essay about it. You will be evaluated on how well you connect your thoughts and the language you use to express your ideas. You may write it by hand using the writing sheet (ANNEX 2 at the end of the test). You may also use a word pad file (.txt) that doesn't have a grammar editor to proceed. Do not forget to use connectors (then, moreover, however, but, so that, in spite of, for example, etc.) to connect your ideas. Also, do not forget to keep the same tense while you write.

Topics:

1. Which is the best flower market? Europe or North America?
2. What are the advantages and disadvantages of dominating English in the flower business?

Placement test

ANNEX 1: ANSWER SHEET:

Use this sheet to enter your answers, you may circle or cross out your answers. Do not use the Writing space in *italics*, since the scorer will use it to evaluate your writing. Use the sheet to write your essay. You may ask any questions you have about the exam to the evaluator.

GRAMMAR	VOCABULARY	LISTENING	WRITING (scorer space only)
1) a b c	1) a b c d	I)	<i>Content</i> ____/30%
2) a b c	2) a b c d	1) a b c	<i>Syntax</i> ____/20%
3) a b c	3) a b c d	2) a b c	<i>Vocabulary</i> ____/20%
4) a b c	4) a b c d	3) a b c	<i>Organization</i> ____/30%
5) a b c	5) a b c d	4) a b c	<i>Mechanics</i> ____/10%
6) a b c	6) a b c d	5) a b c	
7) a b c	7) a b c d	II)	TOTAL:
8) a b c	8) a b c d	1) a b c	
9) a b c	9) a b c d	2) a b c	
10) a b c	10) a b c d	3) a b c	
11) a b c	11) a b c d	4) a b c	
12) a b c	12) a b c d	5) a b c	
13) a b c	13) a b c d	III)	
14) a b c	14) a b c d	1) a b c	
15) a b c	15) a b c d	2) a b c	
16) a b c	16) a b c d	3) a b c	
17) a b c	17) a b c d	4) a b c	
18) a b c	18) a b c d	5) a b c	
19) a b c	19) a b c d		
20) a b c	20) a b c d	TOTAL: ____ %	
21) a b c			
22) a b c			
23) a b c		READING	
24) a b c		Article 1	
25) a b c		1) a b c d	
26) a b c		2) a b c d	
27) a b c		3) a b c d	
28) a b c		4) a b c d	
29) a b c			
30) a b c			
31) a b c			
32) a b c			
33) a b c			
34) a b c			
35) a b c			
TOTAL: ____ %	TOTAL: ____ %	TOTAL: ____ %	

[illegible]

Placement test

GRAMMAR	VOCABULARY	LISTENING	WRITING (scorer space only)
1) <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	1) <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d	I)	Content ____/30%
2) a <input type="checkbox"/> <input type="checkbox"/> c	2) <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d	1) <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	Syntax ____/20%
3) a <input type="checkbox"/> <input type="checkbox"/> c	3) a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d	2) a <input type="checkbox"/> <input type="checkbox"/> c	Vocabulary ____/15%
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16) a <input type="checkbox"/> <input type="checkbox"/> c	16) a <input type="checkbox"/> <input type="checkbox"/> c <input type="checkbox"/> d	3) a <input type="checkbox"/> <input type="checkbox"/> c	
17) a <input type="checkbox"/> b <input type="checkbox"/> <input type="checkbox"/> c	17) a <input type="checkbox"/> b <input type="checkbox"/> <input type="checkbox"/> d	4) a <input type="checkbox"/> b <input type="checkbox"/> c	
18) a <input type="checkbox"/> b <input type="checkbox"/> <input type="checkbox"/> c	18) a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d	5) a <input type="checkbox"/> b <input type="checkbox"/> c	
19) <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	19) a <input type="checkbox"/> <input type="checkbox"/> c <input type="checkbox"/> d		
20) a <input type="checkbox"/> b <input type="checkbox"/> <input type="checkbox"/> c	20) <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d	TOTAL: ____ %	
21) a <input type="checkbox"/> b <input type="checkbox"/> <input type="checkbox"/> c			
22) a <input type="checkbox"/> b <input type="checkbox"/> <input type="checkbox"/> c			
23) <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c		READING	
24) a <input type="checkbox"/> <input type="checkbox"/> c		Article 1	
25) <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c		1) a <input type="checkbox"/> b <input type="checkbox"/> <input type="checkbox"/> d	
26) a <input type="checkbox"/> <input type="checkbox"/> c		2) a <input type="checkbox"/> <input type="checkbox"/> c <input type="checkbox"/> d	
27) a <input type="checkbox"/> b <input type="checkbox"/> <input type="checkbox"/> c		3) a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d	
28) a <input type="checkbox"/> <input type="checkbox"/> c		4) a <input type="checkbox"/> <input type="checkbox"/> c <input type="checkbox"/> d	
29) a <input type="checkbox"/> <input type="checkbox"/> c			
30) <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c			
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34) a <input type="checkbox"/> b <input type="checkbox"/> <input type="checkbox"/> c			
35) a <input type="checkbox"/> <input type="checkbox"/> c			
TOTAL: ____ %	TOTAL: ____ %	TOTAL: ____ %	

ANNEX 4 SAMPLE E-MAILS

De: Francisco - BLOOMEXPORT [mailto:fduran@tcorpflower.com]

Enviado el: Tuesday, January 29, 2013 18:10

Para: 'Brian Davis'

Asunto: RE: AWB

Of course Brian, im at your service

I think that the person in charge of your account had some problems, for that reason I ready to serve you personally all day any time since today.

My current information:

593 9 91886354 cell phone

im: francisco_kiannaflowers@hotmail.com

e-mail: fduran@tcorpflower.com

skype: francisco_kiannaflowers

Thank you for your info.

Regards,

Francisco Durán
BLOOMEXPORT

De: Brian Davis [mailto:b.davis@cpfco.com]

Enviado el: Tuesday, January 29, 2013 1:15 PM

Para: 'Francisco - BLOOMEXPORT'

CC: wilfrededewit@flowersonline.net; scott@cpfco.com

Asunto: RE: AWB

Thank you for your response. This is like the third time we have tried to order from you and not being shipped. I am not sure if the information on the web site is current because we have tried a number of time to contact you by email and by phone. If possible would you send us your current information and hopefully we will have a positive experience in the future. Thank you again Brian

[614 478 9900](tel:6144789900) store CP&F Columbus

[614 989 6279](tel:6149896279) cell im cpfdirectflowers@hotmail.com skype brian.davis2012

b.davis@cpfco.com my mail

Columbus@cpfco.com Columbus store email

sally@cpfco.com Sally corp. office email

invoice should go to all three addressed for the Columbus store

From: Francisco - BLOOMEXPORT [mailto:fduran@tcorpflower.com]

Sent: Tuesday, January 29, 2013 5:11 PM

To: 'CPFCO |Location Columbus'

Subject: RE: AWB

Importance: High

Hi Brian, good afternoon

Sorry for the inconvenient, the farm cant delivered the amaranthus box for a system error in our packing.

For that reason i am firing the person in charge of the shipment.

Really sorry for the problem,

Can we deliver the box today maybe?

I'll be waiting for your response,

Regards,

Francisco Durán

Sales Manager

BLOOMEXPORT

Mobil: 593 9 91886354

De: CPFCO |Location Columbus [<mailto:b.davis@cpfco.com>]

Enviado el: Tuesday, January 29, 2013 11:25 AM

Para: Bloomexport

Asunto: AWB

Need to have AWB # on P.O. please. Did not see.

delivery to: [G&G Cargo Service S. A.](#)

Jan 24, 2013	Ret...	1	Quarter 104x25.5x12.4cm	Amaranthus Red (red) 70cm (x10) 70 S mark 1 box: CPF Retail	\$ 0.380	stem	\$ 26.60
Jan 24, 2013	Ret...	1	Quarter 104x25.5x12.4cm	Lisianthus Double White (white) 60cm 3+bl (x10) 150 S mark 1 box: CPF Retail	\$ 0.400	stem	\$ 60.00
Bloomexport					SUBTOTAL 2 pcs		\$ 86.60

Kind regards,
Brian Davis
CPFCO |Location Columbus
Marilyn Ln. 2370
43219
COLUMBUS, OHIO
tel.: [+1 614 478 9900](tel:+16144789900)
e-mail: b.davis@cpfco.com

This message was generated automatically by [Private Market Place](#).

De: Francisco - TCORP FLOWER [mailto:fduran@tcorpflower.com]

Enviado el: Thursday, September 01, 2011 11:42

Para: 'carolyn@associatedcutflower.com'

CC: 'annie@associatedcutflower.com'

Asunto: Bloomexport - Flowers from Ecuador

Dear Madam,

Receive my best greetings and let me introduce you to **BLOOMEXPORT**

We are 2 Ecuadorian farms located in Ibarra. Two of the finest growers with which we work with the purpose of offering you a wide range of varieties, excellent prices and the best quality.

We are experts managing the flower export market. Our personnel are a team who guarantees the customer complete satisfaction and we'll give you the best service with our product. We are currently shipping to United States, Canada, Europe, Asia and Australia.

Our mission is to be a reliable and consistent supplier of outstanding quality flowers with a personalized customer service. We can provide you, as well, with a wide selection of lisianthus our main product with 12 ha in production what makes us the biggest Lisianthus growers in South America, bells of Ireland, sunflower, stock, alstroemeria, carnation, mums, poms and buplerum; all of them produced by us.

BLOOMEXPORT offers you more than just flowers, we have programs and resources to help you grow your business and create greater customer loyalty. Furthermore, we can provide you as well with FREE SAMPLES of our product, so you can verify the outstanding quality of the Ecuadorian flowers. All you have to say is yes.

We will be looking forward to start a long term business relationship, just contact us we will be expecting your call, fax or e-mail with your preferential prices and comments.

Best Regards,

Francisco Durán

BLOOMEXPORT

Direct Line: 593 2 2 891610

Mobile. 593 9 1886354

Email: fduran@tcorpflower.com

msn: francisco_kiannaflowers@hotmail.com

De: Francisco - BLOOM S.C.C. [mailto:fduran@tcorpflower.com]

Enviado el: Thursday, August 21, 2014 08:19

Para: 'cpm@pennock.com'

CC: 'cbrenes@pennock.com'; 'Sandra Noguera'

Asunto: ACCOUNT STATEMENT - BLOOM S.C.C.

Importancia: Alta

Dear Carol, good afternoon

Attached you can find our Account Statement,

Please reconfirm your receipt and date of payment.

Ill be waiting for your confirmation,

Payment Instructions will be:

Check Payments ACH/EFT Payments

Bloom SCC Factor Brokers, Inc.

C/O Factor Brokers, Inc. JP Morgan Chase Bank

PO Box 45-1653 Account No: 129192090

Miami, FL 33245 Swift: CHASUS33

EFT Transactions RTN/ABA: 021000021

ACH Transactions RTN/ABA: 267084131

Further credit to: **Bloom SCC**

If Paying by Check

Payee: Factor Brokers, Inc. C/O BLOOM SCC

Address: PO Box 45-1653

Miami, FL 33245

Thank you and have a nice day!

Regards,

Francisco Durán

BLOOM S.C.C.

Mobil. 593 9 91886354

Skype: francisco_kiannaflowers

De: Sandra Noguera [mailto:contabilidad@tcorpflower.com]

Enviado el: Tuesday, August 19, 2014 10:01

Para: fduran@tcorpflower.com

Asunto: PENNOCK COMPANY

Zona de los archivos adjuntos

Vista previa del archivo adjunto PENNOCK COMPANY.pdf



PENNOCK COMPANY.pdf

ANNEX 5 SAMPLE OF E-MAIL WRITING EXERCISES

Worksheet 1

- a. From the following e-mail, determine its parts:

De: Francisco - TCORP FLOWER [mailto:fduran@tcorpflower.com]

Enviado el: Thursday, September 01, 2011 11:42

Para: 'carolyn@associatedcutflower.com'

CC: 'annie@associatedcutflower.com'

Asunto: Bloomexport - Flowers from Ecuador

Dear Madam,

Receive my best greetings and let me introduce you to **BLOOMEXPORT**

We are 2 Ecuadorian farms located in Ibarra. Two of the finest growers with which we work with the purpose of offering you a wide range of varieties, excellent prices and the best quality.

We are experts managing the flower export market. Our personnel are a team who guarantees the customer complete satisfaction and we'll give you the best service with our product. We are currently shipping to United States, Canada, Europe, Asia and Australia.

Our mission is to be a reliable and consistent supplier of outstanding quality flowers with a personalized customer service. We can provide you, as well, with a wide selection of lisianthus our main product with 12 ha in production what makes us the biggest Lisianthus growers in South America, bells of Ireland, sunflower, stock, alstroemeria, carnation, mums, poms and buplerum; all of them produced by us.

BLOOMEXPORT offers you more than just flowers, we have programs and resources to help you grow your business and create greater customer loyalty. Furthermore, we can provide you as well with FREE SAMPLES of our product, so you can verify the outstanding quality of the Ecuadorian flowers. All you have to say is yes.

We will be looking forward to start a long term business relationship, just contact us we will be expecting your call, fax or e-mail with your preferential prices and comments.

Best Regards,

Francisco Durán

BLOOMEXPORT

Direct Line: 593 2 2 891610

Mobile. 593 9 1886354

Email: fduran@tcorpflower.com

msn: francisco_kiannaflowers@hotmail.com

- b. If you were the recipient of the letter, How would you respond this letter
- c. In pair, discuss the following:
- What are the products this company offers?
 - How would you ask for prices?
 - What other information would you request from the company?
 - How would you coordinate the delivery of free samples?

Worksheet 2

- a. From this order, the Amaranthus where not shipped. Respond the shipper the following:
 - If you were the receiver of the order, write a letter of complaint to the shipper
 - If you were the exporter of the products, how would you apologize to the client for the missing product?
- b. From this order, respond the following:
 - As the buyer, ask to double the order and add more Amaranthus to the order
 - As the exporter, offer to send more product, but a different date.

De: CPFCO |Location Columbus [<mailto:b.davis@cpfco.com>]

Enviado el: Tuesday, January 29, 2013 11:25 AM

Para: Bloomexport

Asunto: AWB

CPFCO |Location Columbus
Marilyn Ln. 2370
43219 COLUMBUS, OHIO
United States
AWB

Need to have AWB # on P.O. please. Did not see.

delivery to: [G&G Cargo Service S. A.](#)

Jan 24, 2013	Ret...	1	Quarter 104x25.5x12.4cm	Amaranthus Red (red) 70cm (x10) 70 S mark 1 box: CPF Retail	\$ 0.380	stem	\$ 26.60
Jan 24, 2013	Ret...	1	Quarter 104x25.5x12.4cm	Lisianthus Double White (white) 60cm 3+bl (x10) 150 S mark 1 box: CPF Retail	\$ 0.400	stem	\$ 60.00
Bloomexport					SUBTOTAL 2		\$ 86.60
					pcs		

Kind regards,
 Brian Davis
 CPFCO |Location Columbus
 Marilyn Ln. 2370
 43219
 COLUMBUS, OHIO
 tel.: [+1 614 478 9900](tel:+16144789900)
 e-mail: b.davis@cpfco.com

This message was generated automatically by [Private Market Place](#).

Worksheet 3.

a) From the following paying instructions, determine all the elements you recognize.

De: Francisco - BLOOM S.C.C.
[mailto:fduran@tcorpflower.com]
Enviado el: Thursday, August 21, 2014 08:19
Para: 'cpm@pennock.com'
CC: 'cbrenes@pennock.com'; 'Sandra Noguera'
Asunto: ACCOUNT STATEMENT - BLOOM S.C.C.
Importancia: Alta

Dear Carol, good afternoon

Payment Instructions will be:

Check Payments ACH/EFT Payments
Bloom SCC Factor Brokers, Inc.
C/O Factor Brokers, Inc. JP Morgan Chase Bank

PO Box 45-1653 Account No: 126678090
Miami, FL 33245 Swift: CHAEES33
EFT Transactions RTN/ABA: 021088971
ACH Transactions RTN/ABA: 26789731
Further credit to: **Bloom SCC**

If Paying by Check

Payee: Factor Brokers, Inc. C/O BLOOM SCC

Address: PO Box 45-1653

Miami, FL 33245

BLOOM S.C.C.
Mobile. 593 9 91886354
Skype: francisco_kiannaflowers

BLOOM S.C.C

ACCOUNT STATEMENT

Balance up to

19-Aug-14

Statement until July 31, 2014

CLIENTE - SUCURSAL		Date	Invoice	AWB	Due Date	Days Date	Invoice Amount	Credits	Balance
							Datos		
PENNOCK COMPANY	Thursday, April 03, 2014	39276	369-5259-3100				\$171.00	\$54.00	\$117.00
	Saturday, July 19, 2014	40122	307-3885-0932				\$45.00		\$45.00
		40123	307-3885-0932				\$31.50		\$31.50

Worksheet 4

a. From the following document, recognize all its elements:

Worksheet 5

a. From the following e-mail availability, the price of every 50 cm stem is \$0,85 and for every 40cm stem \$0,60.

- * You have to supply your company with 45 QB boxes of mostly red flowers.
- * Make an order of such red flowers, then ask for a bulk discount.
- * Write an e-mail asking for this order, then ask for shipping detail.

Fw: SISAPAMBAS AVAILABILITY FOR TUESDAY 07 AUGUST 2007

----- Original Message -----

From: [Cristina - Mignone Flowers](#))

To: [Kianna Luis](#) ; [Kianna Caro](#)

Sent: Tuesday, August 07, 2011 11:36 AM

Subject: SISAPAMBAS AVAILABILITY FOR TUESDAY 07 AUGUST 2011

Follow the availability in the next page

RED COLORED VARIETIES ARE ALL WITH PROMO PRICES!!!!

PLEASE NOTE THAT ALL THE PACKAGING IS OUR REGULAR PACKAGING!

YOU CAN CHANGE MOST OF THE VARIETIES TO THE PACKAGING OF YOUR PREFERENCE

JUST LET US KNOW IN ADVANCE!!

VARIETY	Size	Tobaccos	Stems/Bunch	Stems/HB
TRADITIONAL:				
BLACK MAGIC PROMO AT 0.20	70	3	25	150
BLACK MAGIC PROMO AT 0.25	80	3	25	125
CHERRY LOVE PROMO AT 0.20	60	1	25	175
CHERRY LOVE PROMO AT 0.25	70	2	25	150
CHERRY LOVE PROMO AT 0.28	80	3	25	125
RED UNIQUE	60	1	25	175
BLUE CURIOSA	40	2	25	250
FEMA	40	1	25	250
LIPSTICK	60	1	25	175
QUEENSDAY	60	1	25	175
QUEENSDAY	70	1	25	150
RAPHAELLA PROMO AT 0.20	60	2	25	175
TROPICAL AMAZON	40	2	25	250
VENDELA	40	1	25	200
PREMIUMS:				
DARK MILVA PROMO AT 0.18	40	1	20	160
DARK MILVA	50	1	20	160
DARK MILVA	60	1	20	160
FRIENDSHIP	50	1	20	160
FRIENDSHIP	60	1	20	140
MALIBU	70	1	20	120
MT EVEREST	50/60	1	20	160
MT EVEREST	70	1	20	120
CEZANNE PROMO AT 0.25	50	1	20	160
CHERRY BRANDY	50/60	1	20	140
CIRCUS	40/50	1	25	200
PURPLE CEZANNE	60	2	20	160
SUPER PREMIUMS:				
CAROUSEL	40	1	20	160
CAROUSEL	50	1	20	160
RANUNCULA	50/60	1	20	160
		40		

ANNEX 6 TRANSCRIPT SAMPLE

Transcripts

Interview # 1

(I= INTERVIEWER / N=INTERVIEWEE)

Transcript #1

- I. Me puedes decir tu nombre por favor
- N. Sí, mi nombre es David Jiménez
- I. Me puedes decir ¿a qué te dedicas?
- N. Soy exportador de flores
- I. Ok
- I. ¿Me puedes decir si hablas inglés?
- N. Sí, pero quisiera mejorar mi nivel de inglés con lo que es específicamente hacer negocios con exportaciones
- I. Y ¿Qué tan importante es el dominio del uso del inglés en tu carrera?
- N. Es muy importante ya que varios proveedores y otros son de otras partes del mundo
- I. ¿Qué nivel de inglés tú crees que posees del 1 al 10?
- N. ...Un 7 o un 6
- I. Ok, ¿Qué tanto utilizas el inglés en tu trabajo?
- N. Ehh bastante, porque mi ingles no es el óptimo para eso
- I. Hmm. ¿Qué es lo que te cuesta más en el inglés?
- N. Hablar específicamente de lo que es importaciones, vocabulario de eso, enviar mails, todo eso.
- I. Hmm, ¿Qué tan a menudo lo utilizas?
- N. Varias veces al día, muchísimas
- I. Y... ¿Qué habilidades del inglés tú utilizas más en tu trabajo?
- N. Lo que es básicamente escuchar bastante, y a contestar lo que pueda, enviando e-mails y todo eso.

- I. Ok, ummm, bueno y ¿Ha habido algún curso o tipo de entrenamiento que te ayude a ti a poder mejorar tu inglés?
- N. He estado buscando pero no he encontrado ninguno de esos
- I. Y ¿Por qué no los has encontrado?
- N. Porque es específicamente lo que es negocios.
- I. Y ¿Si tú tuvieras la oportunidad de hacer... o de tomar este tipo de cursos, los tomarías?
- N. Claro
- I. Y bueno, como estas de tiempo en tu trabajo?
- N. No tengo mucho tiempo, eso es lo malo
- I. Ahh eso es lo malo
- I. Y bueno, ¿Tal vez te gustaría tomar clases virtuales, este, para poder mejorar tu inglés?
- N. Claro, si hubiera la posibilidad si me gustaría hacerlo
- I. Listo David, te agradezco mucho por tu tiempo
- N. All right!

Transcript # 2

(L: Luis / D: Daniel)

L. Entrevista número 1 con Daniel García. Cuéntame Daniel, Específicamente ¿A qué te dedicas?

D. Estoy ahorita en la exportación de Flores. Prestamos un servicio en lo que nosotros buscamos el que el consumidor afuera y proveer el servicio en el que generalmente buscamos lo que es el consumidor afuera y proveer el servicio a los exportadores de llevar hasta los puertos, eso es lo principal.

L. ¿Y qué tan importante es el inglés para tu carrera?

D. es bastante importante porque hay bastante comercio con Estados Unidos y Rusia, ellos también hablan bastante inglés. Me hace bastante falta porque me hace falta comunicarme con los clientes, y sobre todo con personas por lo que recibimos bastantes llamadas.

L. ¿Y qué tan importante sería para ti manejar bien el inglés?

D. demasiado importante, vital para mi trabajo.

L. ¿Qué nivel de inglés crees tú que posees?

D. Mmm Intermedio, un poco menos

L. ¿Cómo utilizas el inglés en tu trabajo?

D. Hablando con los consumidores, haciendo llamadas, agendando citas. Tengo que enviar bastantes e-mails, revisar unos informes que ellos me mandan y enviar otros, resolver papeleo y todo eso.

L. ¿Y en que habilidades del inglés crees tú que más utilizas, tal vez escritura, lectura, hablar, escuchar?

D. Todas, todas se usan

L. OK, ¿Y qué tan a menudo las utilizas para el trabajo?

D. Todos los días, todos los días tengo que hablar con la gente de los puertos y generalmente se maneja el inglés.

L. Y ¿Hay alguna otra situación en la que te toque hablar en inglés?

D. Claro, hay algunas veces en las que proveemos el servicio, pero la mayoría de consumidores nos llaman directamente e incluso algunas veces nos visitan

L. ¿Y Hay algún tipo de inglés que utilices para la computadora?

D. Técnico, todo el que tiene que ver con exportaciones y no se mucho de eso.

L. ¿Qué es lo que tu consideras se te hace más difícil para el inglés?

D. La escritura, enviar los e-mails porque es bastante complicado a veces, y tener un error no se ve bien.

L. Y acerca del hablar ¿Qué es lo que se hace más difícil a ti?

D. Todo lo que es conceptos técnicos. Todo lo que tiene que ver con eso y también tengo un poco de fallas gramaticales

L. ¿Qué es lo que tu quisieras mejorar de tu inglés?

D. Básicamente mejorar el inglés y sobre todo la escritura, porque necesito enviar bastantes cosas escritas.

L. ¿Ha habido tal vez cursos de preparación y específicamente en inglés técnico para exportaciones?

D. No, no he preparado.

L. ¿No ha habido muchos?

D. No, solamente de la experiencia que tengo he salido.

L. Y... ¿Cómo está tu horario de trabajo?

D. Entro a las 8:00, se supone que salgo a las 6:00 pero salgo alrededor de las 8:00 8:30.

L. ¿Y cómo te sientes después de eso?

D. Cansado

L. ¿Quisieras ir a tomar un curso de inglés en un instituto?

D. No, es por eso que no lo he hecho.

L. Si hubiera una solución para que tú puedas practicar el inglés de una manera más técnica ¿la tomarías?

D. Claro.

L. ¿Cuál solución sería la más adecuada?

D. Tomar el 'Open English' pero no lo he abierto

L. Listo te agradezco mucho por tu tiempo.

Transcrip # 3

(L: Luis / P: Paoli)

L. Entrevista # 2, me puedes decir tu nombre por favor?

P. Mi nombre es Paoli Castillo

L. Me puedes decir ¿a qué te dedicas?

P. Soy vendedora de flores

L. vendes flores, ¿En dónde?

P. En una exportadora de flores

L. Ahh, ok. ¿Hablas inglés?

P. So, So,

L. Ok, Y bueno, y para tu negocio ¿Es importante hablar inglés?

P. claro, porque exportamos flores, que es a Estados Unidos, Canadá, a Rusia

L. Y ¿Cuáles crees tú que son las limitaciones y ventajas del uso del inglés en tu línea de trabajo?

P. Una que te vas a contactar con los proveedores y a la vez, hablas con los proveedores. Y claro, como mi inglés es un poco comprimido, porque no es muy amplio que se diga, no tengo muchos compradores.

L. ¿Qué nivel de inglés crees que tu posees del 1 al 10?

P. ¿Del 1 al 10? Un 5.

L. Ok ¿Y cómo utilizas el inglés en tu trabajo?

P. Más que todo con el listening, cuando llamo a los que me van a comprar las flores y para los e-mails, los faxes.

L. Ok, ¿Y qué habilidades del inglés crees tú que utilizas?

P. Lectura, escritura y escuchar.

L. ¿Y a través de la computadora, que no más utilizas?

P. En la computadora, utilizamos más el Reading. Leemos los e-mails, las instrucciones, los reportes que nos envían, todo eso.

L. ¿Y con respecto a hablar, que habilidades más utilizas para hablar?

P. De todo, como llamamos o por Skype y así mas que todo hablamos con los compradores

L. ¿Que tan a menudo utilizas el Inglés?

P. Haber, trabajo... un 90% del trabajo

L. ¿Y hay alguna otra circunstancia que utilices el inglés fuera del trabajo?

P. Sí, porque estamos en un lugar turístico y turistas me preguntan direcciones o como llegar a ciertos lugares turísticos de por aquí y no sé cómo guiarlos

L. ¿Qué te resulta más difícil del inglés a ti?

P. El listening y hablar

L. ¿Por qué?

P. Porque es diferente del español, entonces siento que no tengo el vocabulario y el entendimiento

L. ¿Y tú qué crees que puedes mejorar para tu empresa?

P. Bueno, necesito más lecturas, necesito más vocabulario, escribir más, hablar más, comunicarme con más personas.

L. ¿Ha habido algún curso para el inglés de negocios o comunicación con los clientes?

P. No he conseguido uno que me sirva para mi negocio de vender y exportar flores.

L. ¿y por qué crees que es difícil encontrar estos cursos?

P. No sé, el mercado no les apetece a los que realizan los cursos

L. ¿Y si tú encontraras un curso que este diseñado a tu medida, lo tomarías?

P. Si claro

L. ¿Y cómo está tu disponibilidad de tiempo?

P. Amplia porque mi negocio me permite tomar los cursos porque me permite el desarrollo personal y académico

L. Ok, Listo. ¿Y si hubiera un curso que lo podrías tomar a través de Skype o el internet, lo tomarías?

P. Claro, claro, si lo tomaría.

L. Listo, Muchas gracias Paoli por tu tiempo.

P. Gracias.

Test 1

Placement test

ANNEX 1: ANSWER SHEET:

Use this sheet to enter your answers, you may circle or cross out your answers. Do not use the Writing space in *italics*, since the scorer will use it to evaluate your writing. Use the sheet to write your essay. You may ask any questions you have about the exam to the evaluator.

GRAMMAR	VOCABULARY	LISTENING	WRITING (scorer space only)
1) <input checked="" type="radio"/> a b c	1) <input checked="" type="radio"/> a b c d	I)	Content _____ /30%
2) a <input checked="" type="radio"/> b c	2) <input checked="" type="radio"/> a b c d	1) a b <input checked="" type="radio"/> c	Syntax _____ /20%
3) a <input checked="" type="radio"/> b c	3) a b c <input checked="" type="radio"/> d	2) a <input checked="" type="radio"/> b c	Vocabulary _____ /20%
4) <input checked="" type="radio"/> a b c	4) <input checked="" type="radio"/> a b c d	3) a <input checked="" type="radio"/> b c	Organization _____ /30%
5) a b <input checked="" type="radio"/> c	5) a <input checked="" type="radio"/> b c d	4) a b <input checked="" type="radio"/> c	Mechanics _____ /10%
6) a b <input checked="" type="radio"/> c	6) a <input checked="" type="radio"/> b c d	5) a <input checked="" type="radio"/> b c	
7) <input checked="" type="radio"/> a b c	7) <input checked="" type="radio"/> a b c d	II)	TOTAL:
8) a <input checked="" type="radio"/> b c	8) <input checked="" type="radio"/> a b c d	1) a b <input checked="" type="radio"/> c	
9) a b <input checked="" type="radio"/> c	9) a b c <input checked="" type="radio"/> d	2) a <input checked="" type="radio"/> b c	
10) <input checked="" type="radio"/> a b c	10) <input checked="" type="radio"/> a b c d	3) <input checked="" type="radio"/> a b c	
11) a b <input checked="" type="radio"/> c	11) a b c <input checked="" type="radio"/> d	4) a b <input checked="" type="radio"/> c	
12) a b <input checked="" type="radio"/> c	12) a b c <input checked="" type="radio"/> d	5) a <input checked="" type="radio"/> b c	
13) a <input checked="" type="radio"/> b c	13) a <input checked="" type="radio"/> b c d	III)	
14) a b <input checked="" type="radio"/> c	14) a b <input checked="" type="radio"/> c d	1) a <input checked="" type="radio"/> b c	
15) <input checked="" type="radio"/> a b c	15) a b <input checked="" type="radio"/> c d	2) <input checked="" type="radio"/> a b c	
16) a <input checked="" type="radio"/> b c	16) a <input checked="" type="radio"/> b c d	3) a b <input checked="" type="radio"/> c	
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TOTAL: _____ %	TOTAL: _____ %	TOTAL: _____ %	

Daniela Sevilla

Test 1

Based on the SAF (Society of American Florists) the flower market is one of the main industries in many developing and underdeveloped countries, this industry has given the opportunity to create jobs and improve the lifestyle especially in the underdeveloped countries.

The best flower market in the world is hard to say, at the beginning Europe had the lead 'cause for start the floriculture began in the late 19th century in the UK where the flowers grown in a large scale and gain all the attention from the producers and the customers; but now the new centers of production are located in North America such as California, Washington and New Jersey although we can't forget the South America industry which are Colombia and Ecuador.

If I have to choose the lead market, I would choose Europe considering Amsterdam as its largest producer and attractive to tourist for the unique and all the merchandise displayed on floating barges (Floating Flower Market). The FFM was first held in 1862. Is the only one in the world and it has since developed into the best-known flower market of Holland, is a great place to buy tulips or any of your favorite flowers, you name it and you are bound to find it here.

Daniela S.

Placement test

ANNEX 1: ANSWER SHEET:

Use this sheet to enter your answers, you may circle or cross out your answers. Do not use the Writing space in *italics*, since the scorer will use it to evaluate your writing. Use the sheet to write your essay. You may ask any questions you have about the exam to the evaluator.

GRAMMAR	VOCABULARY	LISTENING	WRITING (scorer space only)
1) <input checked="" type="radio"/> a b c	1) <input checked="" type="radio"/> a b c d	I)	<i>Content</i> _____/30%
2) a <input checked="" type="radio"/> b c	2) a b <input checked="" type="radio"/> c d	1) a b <input checked="" type="radio"/> c	<i>Syntax</i> _____/20%
3) a <input checked="" type="radio"/> b c	3) a b c <input checked="" type="radio"/> d	2) a <input checked="" type="radio"/> b c	<i>Vocabulary</i> _____/20%
4) <input checked="" type="radio"/> a b c	4) <input checked="" type="radio"/> a b c d	3) a <input checked="" type="radio"/> b c	<i>Organization</i> _____/30%
5) a b <input checked="" type="radio"/> c	5) a <input checked="" type="radio"/> b c d	4) a b <input checked="" type="radio"/> c	<i>Mechanics</i> _____/10%
6) a b <input checked="" type="radio"/> c	6) a <input checked="" type="radio"/> b c d	5) a <input checked="" type="radio"/> b c	
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TOTAL: _____ %	TOTAL: _____ %	TOTAL: _____ %	

Francisco Duran

What are the advantages and disadvantages of dominating English in the flower business?

One advantage of dominating the English business is that it is the most used in all cities that are business center such as Singapore, Dubai, the same is for the flower business; but there are some countries/cities that they are only thinking about their products and the quality, that they don't care or know how to sell it. Both are important but if you don't concentrate your business may not be as profitable as you expected.

English must be considered or taken seriously in the entire field of flower business.

Francisco D.

Test 3

Placement test

ANNEX 1: ANSWER SHEET:

Use this sheet to enter your answers, you may circle or cross out your answers. Do not use the Writing space in *italics*, since the scorer will use it to evaluate your writing. Use the sheet to write your essay. You may ask any questions you have about the exam to the evaluator.

GRAMMAR	VOCABULARY	LISTENING	WRITING (scorer space only)
1) <input checked="" type="radio"/> a b c	1) <input checked="" type="radio"/> a b c d	1) <input checked="" type="radio"/> a b c	Content _____/30%
2) a <input checked="" type="radio"/> b c	2) a b <input checked="" type="radio"/> c d	1) <input checked="" type="radio"/> a b c	Syntax _____/20%
3) a <input checked="" type="radio"/> b c	3) a b c <input checked="" type="radio"/> d	2) a <input checked="" type="radio"/> b c	Vocabulary _____/20%
4) <input checked="" type="radio"/> a b c	4) <input checked="" type="radio"/> a b c d	3) a <input checked="" type="radio"/> b c	Organization _____/30%
5) a b <input checked="" type="radio"/> c	5) a <input checked="" type="radio"/> b c d	4) a <input checked="" type="radio"/> b c	Mechanics _____/10%
6) a b <input checked="" type="radio"/> c	6) a <input checked="" type="radio"/> b c d	5) <input checked="" type="radio"/> a b c	
7) <input checked="" type="radio"/> a b c	7) a b <input checked="" type="radio"/> c d	II)	TOTAL:
8) a <input checked="" type="radio"/> b c	8) <input checked="" type="radio"/> a b c d	1) <input checked="" type="radio"/> a b c	
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10) <input checked="" type="radio"/> a b c	10) <input checked="" type="radio"/> a b c d	3) <input checked="" type="radio"/> a b c	
11) a b <input checked="" type="radio"/> c	11) a b c <input checked="" type="radio"/> d	4) a b <input checked="" type="radio"/> c	
12) a b <input checked="" type="radio"/> c	12) a b c <input checked="" type="radio"/> d	5) a <input checked="" type="radio"/> b c	
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15) a <input checked="" type="radio"/> b c	15) a b <input checked="" type="radio"/> c d	2) a <input checked="" type="radio"/> b c	
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17) a <input checked="" type="radio"/> b c	17) a b <input checked="" type="radio"/> c d	4) a b <input checked="" type="radio"/> c	
18) a <input checked="" type="radio"/> b c	18) a <input checked="" type="radio"/> b c d	5) <input checked="" type="radio"/> a b c	
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25) <input checked="" type="radio"/> a b c		1) a b <input checked="" type="radio"/> c d	
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TOTAL: %	TOTAL: %	TOTAL: %	

David Jimenez

What are the advantages and disadvantages of dominating English in the flower business?

The best flower market is Europe, since it is considered one of the most likely continents to plant all kinds of flowers, also we can't forget the climate that helps grow the flowers.

The flower business is given everywhere that's why English is very important to handle or practice because it's considered the official language of any business.

?

David J.

Annex 8

WEEK 1

LESSON PLAN 1

Lesson Objective: To introduce themselves and the company

To practice English in a real context

Target Audience: Flower sales and administrative personnel

Materials: Letter of presentation example Annex 5 worksheet 1, Computer with Skype

- Lesson outline:**
- *Warm up:* **Time:** 15 mins
 - Introduce topics of the course
 - How to introduce oneself formally and informally with peers or instructor
 - The instructor will ask participants to take notes of main remarks of the lesson
 - *Controlled Practice:* 45 mins
 - Simulate a presentation of the product by writing a presentation letter using a provided example¹
 - Proof reading the letter with a peer
 - Sending the presentation letter to peers, and responding to the elements of the letter.
 - *Free practice:* 45 mins
 - Simulating a conference call with peer using Skype
 - Role play the customer – seller role play with a peer, first wanting to do business and then not
 - *Wrap Up* 15 mins
 - Check notes of the experiences practiced during the lesson
 - The instructor will provide feedback on the student's performance
 - He students will provide their experiences from the lesson

¹ Worksheet 1 Annex 5

WEEK 1

LESSON PLAN 2

Lesson Objective:	To practice exchange of information To practice speaking and writing
Target Audience:	Flower salespeople and administrative personnel
Materials:	Worksheet annex 4, Computer with skype
Lesson outline:	<div><div>- <i>Warm up:</i>15 mins</div><div><ul style="list-style-type: none">• Fortunately and unfortunately round of sentences• The process continues for 5 examples</div><div><div>- <i>Controlled Practice:</i>45 mins</div><div><ul style="list-style-type: none">• How to address the new customer: Students brainstorming• In pairs (or along with instructor) will determine the best ways to approach the customer• Create best-selling points of the company as a list</div><div><div>- <i>Free practice:</i>45 mins</div><div><ul style="list-style-type: none">• The Students will role-play the customer and seller in exchange of information. Selling the company and receiving company• Introduces selling points of the company into the role play</div><div><div>- <i>Wrap Up</i>15 mins</div><div><ul style="list-style-type: none">• The instructor will provide feedback on the student's performance• He students will provide their experiences from the lesson</div></div></div></div></div>

WEEK 2

LESSON PLAN 3

Lesson Objective:	To invite a potential customer to make business To practice responding to business offers
Target Audience:	Flower salespeople and administrative personnel
Materials:	Worksheet 3 Annex 5, Computer with skype, Video
Lesson outline:	<div><div>- <i>Warm up:</i>15 mins</div><div><ul style="list-style-type: none">• Video discussion: Tell me what's wrong with it. "We don't take 'NO' for an answer"²</div><div><div>- <i>Controlled Practice:</i>45 mins</div><div><ul style="list-style-type: none">• Describing activity from the Annex 5, worksheet 3³• Rewrite letter and compare with peer</div><div><div>- <i>Free Practice</i>45 mins</div><div><ul style="list-style-type: none">• Send the letter they have just written and write comments on it• Write a response letter</div><div><div>Wrap up</div><div><ul style="list-style-type: none">• Discuss the effectivity of the letter and why would you make business or not with this seller.</div></div></div></div></div>

² Link of the video: https://youtu.be/-y_IHhshQcg

³ Letter # 3 & 4 Annex 3

WEEK 2

LESSON PLAN 4

Lesson Objective: To demonstrate potential customer company's products

To practice product presentations

Target Audience: Flower salespeople and administrative personnel

Materials: Worksheet annex 4, Computer with skype, Video

- Lesson outline:**
- *Warm up:* 15 mins
 - Video discussion: how would you do it? Sales Pitch from Tony Stark⁴
 - Discuss comprehension questions?
 - *Controlled Practice:* 45 mins
 - From the worksheet⁵ look at your availability and list the following: products, prices and packing
 - Make a small initial offer of your product to you buyer with a cover letter thanking him to make business with you
 - *Free Practice* 45 mins
 - Discuss the business proposal they just written to a peer & instructor monitor
 - Reply to your peer and role play negotiating prices
 - Wrap up 15 mins
 - Discuss the role play and how prices should be brought up
 - Have you ever had to negotiate prices? Discuss the best and worst experience

⁴ Link of the video: <https://youtu.be/S0GOh3nGlik>

⁵ worksheet 5 from Annex 5

WEEK 3

LESSON PLAN 5

Lesson Objective:	To share information for payment To practice forwarding information in the office	
Target Audience:	Flower salespeople and administrative personnel	
Materials:	Worksheet 3 annex 5, Computer with skype, Video	
Lesson outline:	- Warm up:	15 mins
	<ul style="list-style-type: none">• Video discussion: Define productivity. “Terry Tate commercial”⁶ and comprehension questions• Brainstorm ways to be productive	
	-Controlled Practice:	45 mins
	<ul style="list-style-type: none">• Brainstorm different ways to make payments and how do they make the company work• Use the worksheet # 3 and describe all the elements from the payment information• Describe in pairs (or with the teacher) how would they interact in their company to process an order.	
	-Free Practice	45 mins
	<ul style="list-style-type: none">• Role play a phone call with your buyer and check all the elements to process payment• Write an e-mail confirming the information to the financial manager.• Write an e-mail to your buyer indicating the payment is done and you may proceed with delivery	
	Wrap up	15 mins
	<ul style="list-style-type: none">• The effectivity of the proposal and why would you make business or not with this seller.• Discuss their best and worse negotiation experiences and what would they have done differently	

⁶ Link to video <https://youtu.be/tbSpAsJSZPc>

WEEK 3

LESSON PLAN 6

Lesson Objective:	To offer apologies as part of business To practice responding to complaints
Target Audience:	Flower salespeople and administrative personnel
Materials:	Worksheet 2 annex 5, Computer with skype, Video
Lesson outline:	<div><div>- <i>Warm up:</i>15 mins</div><div><ul style="list-style-type: none">• Video discussion: “Dealing with Complaints”⁷• List all the tips on the video to deal with an upset customer• Have you dealt with an upset customer? How would you deal with them in the future?</div><div><div>-<i>Controlled Practice:</i>45 mins</div><div><ul style="list-style-type: none">• Complete the activity from worksheet 2 activity a)⁸• Write 2 letters of complaint following the instructions on item a)</div><div><div>-Free Practice45 mins</div><div><ul style="list-style-type: none">• Complete activity b) in worksheet 2• From the letter of complaint, write a response with your peer about how you would solve the problem.• Write a response to the complaint with you peers and discuss if the issue is solved. Also, how can you prevent future complaints?</div><div><div>Wrap up15 mins</div><div><ul style="list-style-type: none">• Discuss the effectivity of the letters and discuss the best and worse complaint situations with peers</div></div></div></div></div>

⁷Link to video: <https://youtu.be/wV6N0ivaw4I>

⁸ Worksheet 2, from Annex 5

LINKS TO VIDEOS:

Lesson plan 3

We don't take 'NO' for an answer https://youtu.be/-y_IHhshQcg

Lesson plan 4

Sales Pitch from Tony Stark <https://youtu.be/S0GOh3nGlik>

Lesson plan 5

Terry Tate commercial <https://youtu.be/tbSpAsJSZPc>

Lesson plan 6

Dealing with Complaints <https://youtu.be/wV6N0ivaw4I>

Lesson Objectives	-To introduce themselves and the company -To practice English in a real context	Time	2 hrs	Lesson plan 1 Week 1		
Target Audience	Flower salespeople and administrative personnel					
Materials	Worksheet annex 5 worksheet , Computer with skype					
Activities:				Functions	Skills and sub-skills	Grammar topics
WARM UP	Instructions: 1. The instructor will greet the students to the course 2. Then they will introduce the topics of the course which are: - Introducing the company profile to customers - Introducing themselves as representatives of the company - Using written and spoken communication to make successful business - According payment and shipping instructions - Apologizing and channeling complaints 3. Then the instructor will ask the participants ways to introduce themselves formally and informally to make a brainstorming of ideas.			-Greeting formally and informally -Requesting Information -Offering and accepting description	-Recognizing rhetorical forms of written texts for interpretation -Use the appropriate language taking into account the audience’s interpretation -Expressing cohesive devices such as key repletion of a key terms or transitional	-Personal pronouns Forms of to be -Interrogative pronouns: who, how and what -Possessive adjectives: my and your -Abbreviated ‘is’ and ‘am’
CONTROLLED PRACTICE	Instructions: 1. Use the brainstorm from warm up to simulate a presentation of the product by writing a presentation letter using a provided example in Annex 5. 2. The letter should be a presentation about the company and products. The students should make changes to it. 3. Once letter is written it should be proof written by another					

Lesson Objectives	- To practice exchange of information - To practice speaking and writing	Time	2 hrs.	Lesson plan 2 Week 1		
Target Audience	Flower salespeople and administrative personnel					
Materials	Worksheet annex 4, Computer with skype					
Activities:	ACTIVITY DETAILS			Functions	Skills and sub-skills	Grammar topics
WARM UP	Instructions: 1. The instructor will greet the students and introduce the day’s lesson 2. The instructor will tell the students ‘Fortunately, today I had very good news about my pay check, Unfortunately,...’ then, the instructor will encourage one of the students to complete the sentence with unfortunately 3. The students (or instructor) will continue the chain of sentences with fortunately and unfortunately until the situations loses sense.			- Introducing oneself & Company -Offering and accepting description - Asking for Information - Requesting others to do something	-Develop speaking strategies such as emphasizing key information about one self or the company - Use an adequate number of lexical units to accomplish pragmatic purposes - Expressing cohesive	-What about + gerund until + present with future meaning -So for purpose -Future with going to - will for future reference - Would like + infinitive - Shall for suggestion/ proposition
	CONTROLLED PRACTICE	1. The instructor will ask the students to brainstorm ways in which they can address their customers 2. From the best-selling points they created the last class 3. If they don’t remember them, the instructor will elicit them and the students will list them				
FREE PRACTICE	Instructions: 1. The instructor will ask the students to Role play in pairs the customer and seller exchanging information about the company and receiving company information					

WRAP UP	<ol style="list-style-type: none"> 2. Then, The instructor will elicit their best-selling points of the company and present them in the role play 3. The instructor will give feedback on the conversations 		devices such as key repletion of a key terms or transitional connectors	
	Instructions: <ol style="list-style-type: none"> 1. The students will share their experiences with the instructor and the rest of the class. 2. The instructor will elicit three things they felt they did well and three things they wish to improve for the next time. 			

Lesson Objectives	-To invite a potential customer to make business -To practice responding to business offers	Time	2 hrs.	<div>Lesson plan 3</div> <div>Week 2</div>		
Target Audience	Flower salespeople and administrative personnel					
Materials	Worksheet 3 annex 5, Computer with skype, Video: ‘ We don’t take a NO for an answer link: https://youtu.be/-y_IHhshQcg ¹					
Activities:	ACTIVITY DETAILS			Functions	Skills and sub-skills	Grammar topics
WARM UP	Instructions: 1. The instructor will greet the students and introduce the day’s lesson 2. Then, the instructor will play a Video Tell me what’s wrong with it. “We don’t take ‘NO’ for an answer”. 3. The instructor will continue the chain of sentences with fortunately and unfortunately until the situations loses sense.			Offering products and benefits Making an informal presentation of them and the company Expressing preference, acceptance of	Develop speaking strategies such as emphasizing key information about your company’s capabilities Recognizing	How much...? Countable and uncountable nouns Some and any with plurals and uncountable nouns Present

CONTROLLED PRACTICE	<p>Instructions:</p> <ol style="list-style-type: none"> From the letter activity from the Annex 5, worksheet 3, describe and recognize all the elements the students are familiar with. The instructor will concept check these element and elicit the ones the students are un familiar with They will create their own form with different information 	an invitation, wishes, certainty,	communicative functions according to the purpose	continuous with present and future reference
FREE PRACTICE	<p>Instructions:</p> <ol style="list-style-type: none"> The instructor will guide the students on a role-play to exchange information about their companies, putting special emphasis in payment information The instructor and remaining students will monitor role-plays The students and instructor will take notes for feedback 	Asking for clarification, an explanation or opinion	Intonation patterns to emphasize specific information	Possessive pronouns mine/ Yours
WRAP UP	<p>Instructions:</p> <ol style="list-style-type: none"> The instructor and the students will discuss the effectivity of the letter and why would you make business or not with this seller. 	Instructing others to do something	Expressing cohesive devices such as key repletion of a key terms or transitional connectors	Positive and negative questions with ever What about + gerund until + present with future meaning First conditional with going to

Lesson Objectives	-To demonstrate potential customer company’s products -To practice product presentations	Time	2 hrs.	Lesson plan 4 Week2		
Target Audience	Flower salespeople and administrative personnel					
Materials	Worksheet 5 annex 5, Computer with skype, Video: ‘ Sales Pitch from Tony Stark link: https://youtu.be/S0GOh3nGlik					
Activities:	ACTIVITY DETAILS			Functions	Skills and sub-skills	Grammar topics
WARM UP	Instructions: 1. The instructor will greet the students and introduce the day’s lesson 2. Then, the instructor will play a Video ‘Sales Pitch from Tony Stark’. 3. The instructor will ask the following comprehension questions a. Who was the salesman? b. What product was he selling? c. Who were the target customers of the product d. How would you have sold it?			Offering products and benefits Making an formal sales presentation	Develop speaking strategies such as emphasizing key information about your company’s capabilities	Countable and uncountable nouns Present continuous with present and future reference
	Instructions: 1. From the availability list of flowers (worksheet 5, annex 5), the students will name its parts. 2. The instructor will concept check these elements and elicit the ones the students are unfamiliar with 3. They will create a small buying proposal			Offering and requesting description Inquiring approval or disapproval	Use the appropriate language taking into account the audience’s interpretation	What about + gerund until + present with future meaning will have to
CONTROLLED PRACTICE						

FREE PRACTICE	Instructions: <ol style="list-style-type: none"> 1. The instructor will guide the students to discuss the business proposal as if they are in the telephone 2. The instructor and remaining students will monitor the role-play 3. The instructor and peers will exchange roles 4. he students and instructor will take notes for feedback 			Present continuous for Refusal <i>as</i> + adverb of degree + <i>as</i> <i>won't</i> for refusal
	Instructions: <ol style="list-style-type: none"> 1. The instructor and the students will discuss the effectiveness of the proposal and what's their feeling with the business proposal and sales pitch 2. The instructor will talk about their price negotiation experiences 			<i>not only... but also</i>

Lesson Objectives	- To share information for payment - To practice forwarding information in the office	Time	2 hrs.	Lesson plan 5 Week 3		
Target Audience	Flower salespeople and administrative personnel					
Materials	Worksheet annex 4, Computer with skype, Video 'Terry Tate commercial'					
Activities:	ACTIVITY DETAILS			Functions	Skills and sub-skills	Grammar topics
WARM UP	Instructions: 1. The instructor will ask the students to watch the video 'Terry Tate commercial' 2. Then, after the video, the instructor will ask the following comprehension questions: a. What was the video about? b. What does the company want to achieve? c. What's productivity? 3. Then, the instructor will brainstorm with participants ways to be productive in the office			Offering products and benefits Making business Inviting other to do Something Showing something to some one	Distinguish between literal and implied meanings Recognizing rhetorical forms of written texts for interpretation	Reported speech with <i>told</i> + past simple <i>So</i> for purpose <i>Have got</i> <i>ask/want</i> someone to do something <i>Would like</i> + infinitive

Lesson Objectives	-To offer apologies as part of business -To practice responding to complaints	Time	2 hrs.	Lesson plan 6 Week 3		
Target Audience	Flower salespeople and administrative personnel					
Materials	Worksheet 2 annex 5, Computer with skype, Video: ‘Dealing with complaints’ https://youtu.be/wV6N0ivaw4I					
Activities:	ACTIVITY DETAILS			Functions	Skills and sub-skills	Grammar topics
WARM UP	Instructions: 1. The instructor will ask the students to watch the video ‘Dealing with complaints’ 2. Then, after the video, the instructor will ask the participants to list all the tips they remember from the video. They may watch the video again if needed 3. The instructor will ask the students if they had ever dealt with complaints in the past and how did them solve them?			Requesting others to do something Asking and requesting information Asking for clarification, an	Use the appropriate language taking into account the audience’s interpretation Jotting down important	Short responses with <i>so</i> and <i>Neither</i> Future continuous with <i>going to</i>

<p>CONTROLLED PRACTICE</p> <p>FREE PRACTICE</p> <p>WRAP UP</p>	<p>Instructions:</p> <ol style="list-style-type: none"> 1. The instructor will brainstorm with participants ways to deal with complaints 2. From the Annex 5 Worksheet 2, complete exercise a). Follow the instructions and letters of complaint. 3. Finally, proof read them with the instructor or another peer 	<p>explanation or opinion</p> <p>Giving and accepting excuses</p> <p>Apologizing</p> <p>Offering a better option politely</p>	<p>details while listening</p> <p>Recognizing rhetorical forms of written texts for interpretation and spoken communicative functions according to the purpose</p> <p>Intonation patterns to emphasize specific information</p> <p>Distinguish between literal and implied meanings</p>	<p>Present continuous</p> <p>Reported knowledge in the past with <i>didn't know</i></p> <p><i>what if</i></p> <p><i>not only... but also</i></p> <p><i>worth</i> for monetary value</p> <p><i>should</i> for past obligation</p>
	<p>Instructions:</p> <ol style="list-style-type: none"> 1. The students will complete exercise b) in pairs, one being the exporter and the other person being the buyer. 2. Also, in addition to the response to the complaint the students will discuss if the issue is solved. Also, they should talk about how can they prevent future complaints 			
	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Discuss the effectivity of the letters and discuss the best and worse complaint situations with peers 2. The instructor will ask the students about the best and worst experience dealing with complaints and how would they deal with them in the future with the strategies learned in this lesson 			